DOCUMENT RESUME

ED 071 620 HE 003 760

AUTHOR	Beuf, Ann; And Others
TITLE	Penn Women's Studies Planners Summer Project Report. A Descriptive Analysis of the Results of a National Survey.
INSTITUTION	Pennsylvania Univ., Philadelphia.
PUB DATE	72
NOTE	92p.
AVAILABLE FROM	Penn Women's Studies Planners, 3601 Locust Walk, Philadelphia, Pennsylvania 19174 ($.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development; Educational Improvement; Educational Innovation; *Feminism; *Higher Education; Sex Discrimination; *Womens Education; *Womens Studies

ABSTRACT

This report is a summary of the findings of the Penn Women's Studies Planners Summer Project of 1972. It is a descriptive analysis of the information obtained from responses to a questionnaire that solicited the cooperation of a nationwide sample of scholars in the gathering of data on the status of women's studies in general and within specific disciplines, their opinions on the need for women's studies programs, and the structural forms such programs should take. Most of the respondents set forth arguments in favor of a women's studies program. The major arguments for such a course of action were the neglect of such studies in the past by existing disciplines and the need to fill the resulting gaps in knowledge and correct inaccurate and stereotyped images of women through teaching and new research in women's studies. Most of the respondents had some experience with women's studies: 43 had organized or in some other way participated in a women's studies program, and 87 had taught courses on women within their disciplines. (Author/HS)

ED 071620

PENN WOMEN'S STUDIES PLANNERS

SUMMER PROJECT REPORT

A Descriptive Analysis of the Results of a National Survey

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Penn Women's Studies Planners
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Submitted to the University of Pennsylvania, October 1972

THE SUMMER PROJECT STAFF:

Ann Beuf, Faculty Advisor
Peggy Duffy
Bobbi Granger
Ann Moorhead
Elyce Rotella
Cynthia Sadler
Betsy Sandel
Diane Scholander

COPYRIGHT 1972.

All rights reserved. Published by New Morning Press, 3601 Locust Walk, Philadelphia, Pennsylvania 19174.

Additional copies available from Penn Women's Studies Planners, 3601 Locust Walk, Philadelphia, Pennsylvania 19174. Fifty cents.

Cover Design: Ann Kramer

HE 00 3760

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

	Page
PRÉCIS AND CONCLUSIONS	i
INTRODUCTION	1
METHODOLOGY	2
DESIGN OF THE QUESTIONNAIRE	3
SELECTION OF THE SAMPLE	5
DESCRIPTION OF THE SAMPLE	7
ANALYSIS OF THE RESPONSES	9
Question 1	9
Introduction	9
Reasons for a women's studies program	10
Reasons against a women's studies program	14
Summary	18
Questions 2 and 3	18
Introduction	18
Intellectual and Classroom Factors	20
Women's Liberation Factors	22
Institutional and Organization Factors	23
Summary	24
Question 5	25
Introduction	25
In Favor of an Interdepartmental Program	26
In Favor of a Department	28
Compromises	30
Question 4	30
Question 10	32
Question 11	33
Question 12	33
Question 13	34

Page

Question 14 34

Question 9 35

Questions 6, 7, and 8 35

Introduction 36
The Social Sciences 36
History 36
American Studies 38
Economics 39
Anthropology 40
Sociology 43
Psychology 46
Political Science 49
Linguistics 50
The Natural Sciences 51
The Humanities 55
English 55
Religion 60
Philosophy 61
General Literature 62
The Professions 63
Law 63
Administration 65
Education 66
Social Work 67
Communications 68
Miscellaneous 68
Summary 68

APPENDICES

A. June 1, 1972 letter to President Meyerson . .
B. The Questionnaire . . . . . .
C. Details of the Sample Description . . . . . .
D. Selected Bibliographies . . . . . .

PRECIS AND CONCLUSIONS

In April 1972 Penn Women's Studies Planners (PWSP) submitted a "Proposal for a Department of Women's Studies at the University of Pennsylvania" to President Meyerson. At that time, he requested a more thorough investigation of women's studies in the academic community. PWSP came to see this task as an excellent opportunity to learn from the experiences of others as well as a mechanism (through which) to expand the intellectual rationale of the original proposal. With these objectives in mind, PWSP designed a three-part project for this investigation (see Appendix A). Part 1 involved the design, mailing,and analysis of a questionnaire (Appendix B). Part II was seen as a review of the literature on women's studies projects already in existence and consultations with acknowledged scholars in a variety of disciplines who specialize in women's studies. Part III was seen as the development of a final document specifying the design of a women's studies program for implementation at the University of Pennsylvania, which could serve as a prototype for the development of such programs at other colleges and universities. Due to restrictions of time and money, the PWSP Summer Project of 1972 completed only Part I of the overall project. The present report is the analysis of the responses to the questionnaire and what follows is a brief summary of those responses.

This report is drawn from 182 responses which we had received by the report cut-off date of August 15, 1972. The respondents, who were selected on the basis of their interest in women's studies or academic reform, represent a variety of academic degrees and most are teachers in colleges and universities (see Appendix C).

The questionnaire was designed to answer several basic questions and to provide ideas and opinions from individuals interested in or involved in women's studies programs. The results are summarized below. Each underlined section heading represents one of the areas of central concern to those who will be preparing the final document.

Reasons for Establishing a Women's Studies Program

Most of our respondents believed that women's studies

programs are vitally needed for many reasons, the most prominent of which is the past neglect of the study of women within the established academic disciplines. Other reasons cited as especially pertinent were: (1) the elimination of female stereotypes from course content and the correction of inaccurate information about women in courses; (2) the beneficial effects on both students and faculty of the interdisciplinary focus of many women's studies programs; (3) the role of such interdisciplinary cooperation in generating further research concerning women; (4) the potential of women's studies for raising the vocational aspirations of students; (5) the usefulness of undergraduate work in women's studies as preparation for graduate study in the respondent's discipline; and (6) the need to strengthen the position of women in the university. Few reasons were cited as arguments against a women's studies program and some focused on similar issues concerning past neglect and inaccuracy of information concerning women, vocational aspirations and the need to provide an intellectually stimulating atmosphere in which students and faculty could work. Both groups, those for and against women's studies programs, agreed that their ultimate goal is the incorporation of material on women into the subject matter of the existing academic disciplines and that women need encouragement to pursue their full potential. They differ in their ideas of how best to achieve these goals. Those who have argued against the establishment of women's studies programs believe that the incorporation of this material on women into the disciplines should take place now. Those favoring the establishment of a women's studies program state that existing disciplines are reluctant to include the study of women in their existing courses, and they believe that women's studies programs are necessary to remedy past neglect of the study of women in the shortest time. They also stated that women's studies programs would give women an area of prestige and control in the university which would give further legitimation to the study of women.

Programs and Courses: Past Experiences

We learned that programs and courses in women's studies have been mushrooming in this country as a result of student and societal interest in the subject. Many of our respondents had taken part in such programs or taught courses relating to women in their disciplines. Most of the respondents noted the strengths and weaknesses of these efforts. On the whole, they had found their experiences intellectually fulfilling and stimulating. Many had developed new research interests

as a result of their women's studies courses. They also believed that student response to the programs and/or courses had been favorable using both classroom enthusiasm and a high quality of written academic work as indices. Some problems they had encountered were: (1) the difficulty of having too much to teach in too short a time; (2) lack of coordination between different courses at the same institution; and (3) the failure to arrive at a consistent philosophy of teaching methods. (In some cases two or more individuals might disagree over teaching methods; a second group of respondents noted no disagreement with others, but felt dissatisfied or ambivalent about their own methods or efforts to modify them.) It appeared that the area which many felt to be the weakest was that of the lack of administrative support for their programs.

Types of Organization

Respondents were in disagreement over the type of organization a women's studies program should assume. At present there are two basic alternatives: (1) an interdisciplinary program, or (2) a separate department. Some of the respondents favored the first alternative. They believed that it was of greater advantage to the faculty member to keep in touch with her or his discipline. They also feared that establishment of a separate department might create a "women's ghetto" which might be considered inferior by other departments. Others favored the establishment of a department stressing the need for a separate administrative unit which could coordinate courses and thus ensure them of coherence and intellectual depth. They felt that only through the establishment of a separate department could the study of women come to be regarded as legitimate by the academic community. These respondents also stated that faculty engaged in the study of women would be given security by means of departmental status.

A third group of respondents suggested that one need not think only in terms of these two rather rigid categories. They suggested that a program which united the better aspects of both alternatives while at the same time being appropriate to the individual institution, would be the best and most adaptable form of organization for a women's studies program.

Present Status and Future Need of Women's Studies: Knowledge, Interest, and Research

Section VII-K of our report presentsfour categories:

the social sciences, the humanities, the natural sciences, and the professions. A thorough reading of this section of the report reveals that there has been an increased interest in the study of women in most of these areas. The social sciences and English Literature seem to have formed the vanguard in this respect, but other areas, notably law, are also devoting considerable attention to women. This interest is reflected in symposia, conferences, and journal editions. Many respondents were aware of research been conducted in their disciplines connected with women, and quite a few were themselves engaged in such research. While this is certainly cause for optimism, it should also be noted that our respondents were aware of a great need for further research relating to women. In almost every discipline it was stated that there were still some wide gaps in knowledge remaining. For instance, historians while noting the growing number of biographies of individual women, stated that there is still little known about the character of groups of women during many historical periods -- especially lower and working class women. The most generalized need was that of an overall understanding of the female experience analyzed outside of stereotypical constraints. Moreover, there was a great need for an interdisciplinary approach to research for a more comprehensive overview.

Where Do We Go From Here?

In order to make the best use of this data for preparation of the final document, several further steps are suggested:

(1) We should discuss with experienced consultants in the field of women's studies the means of avoiding some of the difficulties in establishing and administering a women's studies program which have been faced by some of our respondents.

(2) We should conduct a thorough up-to-date review of all existing literature on the subject of women's studies.

(3) We should seek advice and information from persons whose academic disciplines were under-represented in our sample.

(4) We must assess the results of a questionnaire sent to students on the subject of establishing a women's studies program at Penn.

(5) We should take inventory of the talent and skills

which are available to us at Penn, and assess the practicality and feasibility of employing such talents in the proposed program.

(6) Time and resources must be provided for a faculty member and staff to coordinate the preparation of the proposed final document -- a document which would draw on the material provided by our report as well as the information procured through the accomplishment of points (1) through (5) above.

INTRODUCTION

This report is a summary of the findings of the Penn Women's Studies Planners Summer Project of 1972. It is a descriptive analysis of the information obtained from responses to a questionnaire which solicited the cooperation of a nationwide sample of scholars in the gathering of data on the status of women's studies, in general and within specific disciplines, their opinions on the need for women's studies programs, and the structural forms such programs should take. It represents the combined efforts of women of varying age and academic status from the University of Pennsylvania who worked on the project from June through September.

In this section we shall describe the history of the project. The following sections describe the methodology, the sample composition, and offer an analysis of the responses to the questionnaire. In this report the arguments for and against women's studies, the strengths and weaknesses of women's studies programs, and discussion of the form such programs should take will be treated first; responses to several other questions relating to the merits of women's studies will also be described. Finally, several clusters of specific disciplines will be discussed with regard to the state of knowledge and interest concerning women in those fields represented by the respondents. Suggestions for further research within each of these disciplines will also be noted.

In April of 1972, Penn Women's Studies Planners, a group of students and faculty at the University of Pennsylvania, concerned with promoting the serious academic study of women, submitted to President Martin Meyerson a proposal for a Department of Women's Studies at Penn.

President Meyerson at that time requested a more thorough investigation of the development of women's studies in the American academic community which would focus primarily on three issues: (1) the preparation of sound arguments -- practical and intellectual -- for the necessity of establishing a women's studies program at our university (This preparation, it was understood, would include a study of the data available on existing women's studies programs.); (2) a description of the state of knowledge with regard to women within a variety of disciplines; and (3) rational arguments for and

against possible structures for such a program.

Penn Women's Studies Planners submitted a project design and budget which the group considered necessary to carry out the objectives outlined by President Meyerson. (See Appendix A) This project was viewed as a three-pronged effort.

Part I, to be carried out during the months of June and July, involved the preparation, circulation, and coding of a questionnaire researching the present status of women's studies in the United States and within the various disciplines.

Part II allowed for the seeking of consultation with acknowledged scholars within these disciplines and in the area of women's studies.

Part III of the research called for the actual writing of a proposal for a comprehensive women's studies program, drawing on the results of the questionnaire responses, the consultations, and each of the writers own research in the area of women's studies.

Unfortunately, funding was obtained in sufficient amount only to accomplish the preparation, distribution, and analysis of the questionnaire during the months of June, July, and August. Action has been proposed to insure that the work here begun will continue into the fall and result in the completion of a document which would be a comprehensive proposal for a program of women's studies at the University of Pennsylvania. It is hoped that this proposal will be completed during the academic year 1972-73.

We regard the present report not as a final word on the issues raised by the questionnaires, which still continue to return (as of 9/1/72 we have received 182 additional questionnaires), but rather as an opportunity to set down the information obtained, to date, in a structured manner which will crystallize some of the fundamental issues which must be confronted by those who will design a women's studies program for our institution.

METHODOLOGY

The methodology employed reflected the goals of the survey: (1) obtaining an input of ideas with which to construct an intellectually sound proposal for a women's studies curriculum at the University of Pennsylvania; (2) gaining an awareness of the state of knowledge in the area of women's

studies within a variety of academic disciplines; and (3) obtaining information on the relative merits of the various forms such a curriculum might assume (interdepartmental program, separate department, or some other form of program).

It should be recalled by the reader, in considering the survey design and methodology, that at the time the questionnaire was being written and distributed, it was conceived of as only one aspect of a total project which would culminate in the development of a proposal for a women's studies curriculum at Penn. Other aspects of the total project, as it was then understood, were: (1) consultation with scholars who have attained some prominence in the field of women's studies, and (2) a thorough review of the relevant literature. Unfortunately, adequate funds could be obtained only for the distribution and analysis of the questionnaire. Ergo, what was originally conceived of as one part of a three-pronged effort to the develop a proposal, became the sole focus of our Summer Project. Therefore, there are certain aspects of the questionnaire which are the direct outcome of budget limitations. The questionnaire was designed to give us a broad sample of the ideas and experiences of academicians and others who have had some contact with women's studies. It was not designed to give a deep understanding of various disciplines, as we expected to gain that knowledge from our consultants. For this reason, we ask that the reader keep our original concept of the project in mind.

DESIGN OF THE QUESTIONNAIRE

The questionnaire (Appendix B) directed itself to the three goals stated above.

Question one (1) was designed to aid us in writing a proposal for a women's studies program at Penn. However, in order to give depth to our information and to prevent an affirmative bias to the answers obtained, we also asked the respondents to offer reasons against a women's studies program. As our later analysis will indicate, the answers obtained on this question were extremely helpful in setting forth the major points of contention and in giving us an awareness of the possible objections to a women's studies program which must be considered.

Questions four (4), ten (10), eleven (11), twelve (12), thirteen (13), and fourteen (14) were also related to this issue

of the "pros" and "cons" of a women's studies program. In a sense, they anticipated some of the issues raised by the responses to question one. Question ten is very similar to question one except that it is a forced response question, i.e. the respondent must give one positive response in favor of a women's studies program. In this way we hoped to see which of the positive reasons for the establishment of women's studies were more prevalent among the scholars who are concerned with this area of academic life.

Question thirteen dealt with the effects of women's studies courses on student vocational aspirations, an issue which, as it turned out, was spontaneously raised by several of our respondents in answer to question one. We felt that this aspect of the effects of women's studies was so important that we would benefit from tapping the opinions of all of our respondents.

Similarly, we were aware that many people who are opposed to the institution of a women's studies program might offer as an objection the argument that women students who have taken such courses will be at a disadvantage in applying for graduate training. To learn whether this is, in fact, a valid argument, we used question twelve to tap the opinions of persons in many academic disciplines about the value of such courses for students who wish to pursue graduate work in their respective fields.

As we were also concerned with the effects that women's studies programs might have on the female student, we also asked those scholars who have participated in such programs, or who have taught courses on women, whether the response to these offerings had been any different from the response to their other courses. Question fourteen poses this question. Question eleven attempts to learn the degree of student interest in women's studies.

To obtain some knowledge of the status of women's studies within various disciplines, we asked questions six (6), seven (7), and eight (8) which were designed to give us some qualitative data on various fields of study and what interest has been generated on the subject of women within them. We also hoped to learn of any forthcoming conferences, publications, and course offerings within each discipline which could increase our general knowledge of the activities in the scholarly world which have immediate relevance to women.

Question five (5) attempted to ascertain what issues are raised by a discussion of what form a women's studies program should take. By acquainting ourselves with these issues,

we hope that we will be better able to anticipate organizational difficulties and to design a proposal for the University of Pennsylvania which will avoid some of the problems which have been encountered by other institutions.

Faculty-student cooperation has characterized Penn Women's Studies Planners, and it is hoped that this vital aspect of our group will infuse the program we seek to establish. We are aware, however, that other universities have come to the threshold of viable programs only to have them disrupted by faculty-student splits. One cause for such tensions is an expressed feeling of alienation on the part of undergraduates. For example, they feel they are excluded from an active part in scholarly research. Question nine (9) attempted to find if there might be grounds for this feeling. Involvement of students in research is one way of incorporating into everyday university life the principle of equality voiced by many proponents of women's studies. Thus, the answer to this question provided us with a rough measure of faculty-student cooperation.

Question sixteen (16) is a "harmless" question designed to locate other possible respondents and consultants for the Fall Project, although some of our respondents viewed it with suspicion, fearing that we were encouraging a "star" system within the area of women's studies. When the subject did supply us with the name of an emerging scholar, we sent a questionnaire to the person named. This "snowball" effect has yielded us a broader sample than would have been obtained from our original lists alone and assures us of a continuing supply of fresh data well into the early fall.

SELECTION OF THE SAMPLE

The selection of the sample was governed by the primary aim of the project, i.e., to obtain input of ideas and opinions concerning women's studies. We were not interested in a quantitative analysis of opinions. Our goal was to examine and discuss the issues which have assumed importance for those who have been working in the area of women's studies. We needed to know how the various disciplines were currently addressing themselves to the study of women. We wanted to know what strengths and weaknesses of women's studies programs had been observed by the participants. Therefore, we asked the sample to tell us their experiences. We did not, for example, provide a pre-coded check list of strengths and weaknesses which we anticipated they might encounter and have them mark off those they had encountered. To have done so would have

biased the sample and limited our findings to hypothetical strengths and weaknesses generated by our own theoretical orientations. By constructing open-ended questions, we were able to learn much more from our respondents, as they offered us many more such strengths and weaknesses than we could have foreseen.

The fact that our concern, then, was an information-seeking one, allowed us to disregard the demands of randomness which confront most sociological researchers. In short, we did not want to know what "everybody" thought about women's studies, but what opinions were held on the main issues by people who were actively involved in the field. Therefore, we selected our sample from the attendance lists of several conferences: (1) Women and Education: A Feminist Perspective, a symposium sponsored by the University of Pittsburgh and the Modern Language Association (MLA) Commission on the Status of Women, November 5-7, 1971; (2) Women: Resource for a Changing World, Radcliff Institute, April 17-18, 1972; (3) in addition, the Florida Conference on Women in Higher Education, June 11-17, 1972. Another 100 questionnaires were sent to University of Pennsylvania faculty who had shown some prior interest in women's studies and/or other forms of educational reform. Questionnaires were also sent to women's studies instructors listed in Female Studies III (KNOW, Inc. publication), and finally, to participants in the 1963 symposium, The Potential of Women.

A total of approximately 900 questionnaires were distributed, of which 182 were returned by our report deadline of August 15, 1972.

The questionnaires were accompanied by a self-addressed stamped envelope to further encourage a response. Thirty-five were returned because the person could not be located at the addresses which we were supplied. As of this writing, the questionnaires continue to come in, and we anticipate more in September, when vacationing academicians return to their desks following the summer recess (82 additional recieved 10/31/72).

In addition, we anticipate responses to a student questionnaire which was mailed in late July. This questionnaire was an attempt to examine undergraduate and graduate student opinions on some of the more important issues confronting those involved in proposing a women's studies program.

Following our realization that we would not be able to offer consulting fees to scholars who are acknowledged experts on women within their disciplines, we dispatched letters asking their help. These letters explained the goals of our project. A copy of the questionnaire was enclosed, and the

person was not specifically asked to fill out the questionnaire, but rather to address herself (himself) to the issues raised by the questions in a typewritten response. We have received helpful and what must have been time-consuming responses from a few of these people. They represent our major untapped resource. If our Fall Project is adequately funded, we can seek their active participation in the development of our final document.

We set the cut-off date for our report to allow ourselves adequate time to analyze the data received to date. However, we do not consider this the cut-off time for the project itself. A fluidity and continuity of efforts, aimed at the institution of a women's studies program at Penn, is essential if our proposal is to have intellectual coherence and organizational practicality. All questionnaires returned from this point on will receive our full attention and will be coded and filed with the others. This report is merely one milestone, a time to assess the response to date, and to put down in some structured and informative manner what we have learned from our respondents. We stress that this report should be viewed not as a final document, but as an interim communication which will be informative to those who have sponsored and encouraged our efforts and a useful tool for those who will carry on the task of preparing a thoughtful and practical plan for a women's studies program at the University of Pennsylvania.

DESCRIPTION OF THE SAMPLE

As of August 15, 1972, questionnaires from 182 respondents had been returned. The respondents represent a large number of institutions and academic disciplines. Appendix C indicates the number of institutions which are represented in our sample and their geographical location. The scholars represent a wide geographic distribution. The sample reflects the concentration of institutions of higher learning on the northeastern seaboard and in California. It should be noted that despite this clustering effect, the central, midwestern, and southern parts of the nation, as well as a few provinces of Canada, are represented in the sample.

The respondents represent a variety of disciplines. Appendix C illustrates the fields of study in which our respondents specialize, and indicates the number of persons within each of these fields. The extremely helpful information these people gave on the status of knowledge and interest in women's studies within their respective disciplines was one of the most

rewarding outcomes of the Summer Project. The fact that people from so many areas of study did cooperate with us allowed us to gain a much better impression of what activities are taking place within the various disciplines and also indicated to us those areas where further research on women is needed.

The respondents hold a variety of degrees, although Ph.D.'s definitely predominate. The educational attainments, as indicated by degrees, are shown in Appendix C.

Within the hierarchy of the university or college structure, our respondents ran the gamut from President to graduate student. The figures do indicate that many of them are active instructors who hold teaching positions within their respective universities. Several of our sample, however, are not academicians. Their occupations include, among others, landscape architect, experimental psychologist, labor bureau official, secretary to a corporation, writer, and editor. The distribution of our respondents who are academicians in the traditional hierarchy is shown in Appendix C.

While, as might have been expected, most of our respondents are women, we did receive some very helpful responses from men: women (160), men (20), and unknown (2).

We have mentioned that one of our main objectives was to learn, through the information offered by those who have had experiences with women's studies, what the benefits and pitfalls of such endeavors may be. We were eager, therefore, to find out whether or not a respondent had been actively involved with women's studies. Obviously, arguments offered by such respondents will avail us more in the long run, as they are able to share with us concrete <u>experiences</u>. Most of our respondents had, indeed, been involved with women's studies, in one way or another: 43 had been part of a program, 87 had taught a course on women (or given several lectures as part of such courses), and 52 had not been involved in such activity. It is interesting to note that a high proportion of those who had not become involved in women's studies were oriented to the physical sciences, while social scientists (including historians) and those in the field of English literature seemed to have formed the vanguard of activity in women's studies.

To summarize, briefly, we might conjure up a picture of the "typical" respondent, keeping in mind all the variety which exists within each of the variables as we have described them. Our typical respondent is a woman who holds a Ph.D. in one of the social sciences, or perhaps English literature. She is teaching at a college or a university along the Eastern sea-

board or in California and is at the associate or assistant professor level of the academic hierarchy. She is interested in the women's movement and may be organizing a program in women's studies or preparing a course on women within her own discipline. She is also a committed and helpful person who takes the time to sit down and fill out a long and rather demanding questionnaire.

While such "ideal types" are useful in focusing on the trends or predominant characteristics which emerge from an examination of our respondents, it is the tremendous variety of interests, experiences, and modes of expression that gives life and interest to this study.

ANALYSIS OF THE RESPONSES

Question 1. What do you think are the major arguments for or against programs focusing on the study of women?

Introduction

Most of our respondents favor such programs. This is hardly surprising since, as we have indicated, the sample was selected because of their attendance at gatherings which took place to discuss issues related to women; therefore, our sample would be expected to evince greater than average interest in women's studies. Also, it is possible that we received an earlier response from those persons more positively oriented to women's studies than from those who are opposed to or disinterested in such studies.

The reasons set forth for and against establishment of a women's studies program are indicated by two charts. It should be pointed out that the totals (although not recorded on the charts) exceed the number of respondents. There are two reasons for this: (1) many people gave more than one reason for and/or against a women's studies program, and (2) some of the respondents who actually favor such a move played "devil's advocate" and set forth arguments that could be brought to bear against it. These charts should offer visual aid to the subsequent descriptive analysis of the reasons for and against the establishment of a women's studies program. The frequency with which certain arguments were mentioned is not here considered as determinative of their importance to the final proposal which should be the ultimate outcome of the Summer and Fall Projects. At the time this proposal is being prepared, it will be the responsibility of those entrusted with

its preparation to decide the relative merits of each of these arguments within the context of the University of Pennsylvania.

Reasons for a Women's Studies Program (Chart 1)

Neglect of women's studies within the presently existing curriculum was cited most frequently as a reason for establishing women's studies programs. The fact that those fields of study which should logically have included the study of women have failed to do so has left gaps in knowledge which must be filled. The role of women in history has been neglected; when women are included, they are relegated to a passive status, while men are depicted as actors and shapers of human destiny. Women authors are often not given serious consideration in literature courses. In the social sciences, woman's socialization and her roles in society have received conservative treatment, with the wife-and-mother role complex given priority, and without full consideration of alternative or supplementary roles for women in society. The premedical and medical disciplines, until quite recently, did not give adequate instruction in or analysis of sex-related behavior patterns. In law, despite a very recent growth of interest in "women and the law," study of the legal status of women has frequently been submerged under the broad rubric of "Family Law."

Many of our respondents remarked that, while under ideal circumstances women's studies should be incorporated into already existing disciplines, such are not the conditions today. Often existing departments are reluctant to introduce materials on women into courses or to set up new course offerings even when the need becomes apparent. Some of those respondents who took this approach to the question hope that eventually the courses involved in a women's studies program could be reabsorbed by the traditional disciplines, but stated that women's studies programs were a necessary step at this point to insure student exposure to new and adequate subject matter. Some of these people also stated that such a step was necessary to obtain prestige and legitimation for women's studies as an area of academic pursuit, such as would lead to its acceptance by the traditional disciplines and eventual incorporation of subject matter. However, as one of our respondents noted, this may take at least two generations of scholars.

In any event, most of our respondents indicated that women's studies could play a valuable role in filling present gaps in knowledge produced by past neglect of the subject of women. Women's studies programs can expose students to facts and ideas left untreated by traditional departments. They can also serve as a vantage point from which a critical evalua-

CHART 1

Question 1: Reasons for Women's Studies*

Remedies problem of neglect in areas of study (gaps of knowledge in existing disciplines)

Heightens awareness of women's position and indicates social historical and psychological forces which have formed it

Increases awareness of life options and utility of women's talents

Helps remedy the problem of incorrect or male-biased data and stereotypes

Aids social change

Increases self-confidence and/or improves self-image of women

Student and societal interest

Creates new research interest

Increases colleague interaction

Produces a women's area of power in the university

Increases understanding of source of sex roles cross-culturally

Heightens sense of human potential

Furnishes women students with role models

*Reasons listed from most often cited to least often cited.

tion of the treatment of women by other disciplines can be carried out, and a method by which past and present research on the subject of women can be evaluated.

In addition to neglect of women in the traditional disciplines, many of our respondents mentioned that there has also been a tendency to distort or misrepresent the nature of female experience. The need to correct inaccurate information and stereotypes which are perpetuated by some disciplines offers another basis for establishment of women's studies programs.

Often gaps exist, not just in the subject matter as it is presented to the student, but in the actual pool of knowledge itself. Little may be known at all about a woman author, historical figure, or group of women of a given historical period. The extent to which some differences in behavior between men and women are biologically or socially determined has not yet been fully explored. In the section of this report devoted to consideration of different disciplines, we shall discuss some of the specific research which needs to be done. The point here is that the establishment of a women's studies program can direct the thoughts and energies of scholars into neglected areas of study and research, answer questions for which there are now no answers, and, in general, increase the existing pool of knowledge.

One way in which such thoughts and energies are generated is through the kind of faculty interaction which is sometimes characteristic of women's studies programs and courses. If the women involved really communicate with one another on a regular basis and learn what is going on in disciplines other than their own, the areas in which research is needed will become more obvious. Awareness of past research which merits critical appraisal can also emerge from interdisciplinary communication. Also, because of their own interaction with one another, and the cross-fertilization of ideas that should follow, the faculty participants in such a curriculum can share with their students a broader approach to the subject at hand.

Increased awareness of the female condition and the forces which have shaped it are seen as other positive reasons for women's studies programs. This is related to the past neglect of women by the disciplines, as this neglect has prevented women (and men) from obtaining enough information to build a comprehensive theory regarding the position of women in society. Instead, the portrait of woman which emerges from the standard academic course now offered encourages the acceptance of socially determined characteristics as part of the "natural order." There is a tacit implication that "what <u>is</u>,

is right." A women's studies program which provides the student with adequate and accurate information on the historical, sociological, psychological, and biological factors involved in the shaping of female personality and status in different times and cultures, as well as in present-day United States, is necessary to provide a comprehensive understanding of the "why" of women's societal position and psychological characteristics. It can also indicate which of these are in fact subject to change by the social order, and thus prove helpful to those whose goal is the alteration of society for the purpose of providing women (and men) with more equitable and humane life conditions.

Another positive reason cited for the institution of a women's studies program is its function in lessening the female student's feelings of isolation. Because of the general ignorance about women in our society, many women who experience doubts or desires, not positively sanctioned by our cultural mythology, are plagued by self-doubt or anxiety. Through a women's studies program, women can come to realize that certain of their feelings have been shared by others, and, as one of our respondents put it, "can realize the commonality of women."

Through a correction of the male bias which exists in most disciplines, women can obtain an improved self-image and confidence. Through the study of exceptional women they can realize that they are members of a group which has made substantial contributions to the quality of human social life. Also, by gaining an understanding of the influence of political, economic, and social forces on the formation of feminine norms, they can perceive that it is these norms and not some innate inferiority which have limited women to certain "accepted" fields of endeavor.

Closely related to an improved female self-image is the frequently mentioned need for women to recognize the personal and vocational options they now have. Technological advances and greater educational attainment make it possible for women to pursue rewarding non-domestic careers, yet many female students still limit their ambitions to attaining the roles of wife and mother. Many believe that to do otherwise is "unfeminine", while others believe that alternative roles lie beyond their capabilities. A women's studies program can lead women to make more informed vocational choices in several ways:

(1) Through factual presentation of differences between the sexes, as they are socially defined and are culturally stereotyped, women students can divorce the idea of "femininity" from a given vocation or skill.

(2) Through studying the attainments of individual women and the general distribution of women in the labor force, women students can realize their potential strength in 'traditional' female careers such as teaching, nursing and the growing service industries. They can also consider moving into areas which have previously been regarded as all-male domains.

(3) Women's studies can provide a subject of interest and relevance to the female student who has been alienated by other academic subjects and to others who have come to regard college as merely a place to "catch a husband." Many women may be diverted from intellectual pursuits simply because they have never experienced the satisfaction of dealing competently with subject matter which stimulates an enthusiastic interest on their part.

(4) Some of our respondents noted that women's studies training would be good preparation for graduate work in their disciplines. (See Question 12, p. 33)

Student and societal interest in the subject of women was regarded by some of our respondents as sufficient reason to institute a women's studies curriculum (see Question 11, p. 33).

Another argument concerned itself with the position of women in the university. Women are under-represented in the academic world, especially at higher-appointment levels and in administrative positions. In addition, the female faculty member is frequently not taken seriously by other members of her department. Those of our respondents who dealt with this issue argued that a women's studies program would give women an area of university life which would be under their control and thereby increase their influence and prestige in the university.

Other reasons cited for the establishment of women's studies programs are a better understanding of ramifications of sex roles cross-culturally and a heightened awareness of human potential which could be derived from study in this area.

Reasons Against a Women's Studies Program (Chart 2)

Reasons given against the establishment of a women's studies program often focused on the same issues as those given for the establishment of a women's studies program. For example, while the most frequently mentioned argument for a women's studies curriculum was the neglect of women by the traditional areas of study, the major reason offered against such a move was the perpetuation of such neglect. In brief, many of

CHART 2

Question 1: Reasons Against Women's Studies*

May perpetuate neglect

Can overcorrect bias and become too female-oriented or political

Can become ghetto-ized

Might limit individuals professionally

Perpetuates the problem by seeing women as different

Provides situation where cooptation occurs

Lack of competent teachers

Insufficient data

University financial problems

Reduces the number of women in traditional fields

Hard to discard when need ceases to exist

Lack of coordination

Challenges the traditional structure of the University

Reinforces fear of men

General male chauvinistic reasons

* Reasons listed from most often cited to least often cited.

our respondents concurred that there are large gaps in knowledge resulting from past neglect of women as the subject of intellectual inquiry, but they felt that the remedy for this situation lay not in the establishment of a women's studies curriculum, but through the incorporation of subject matter on women into every course, in any discipline where such material merits consideration.

While large numbers of persons contend that women's studies are necessary to provide more accurate information on women and to correct the stereotypes which have grown out of a male-dominated perspective in most areas of study, some warned that women's studies could fall prey to certain biases. These people stated that there is a danger of "overcorrecting" the past errors by focusing only on women. Others felt that ideological and political elements in the courses might overshadow their intellectual content. Still others believed that the problems faced by women in our society could only be exacerbated by courses which, by focusing on women, accentuate the differences between the sexes. These respondents feared that the establishment of women's studies programs might provide an implicit acceptance of the prevalent attitude that somehow women are a different species and ought not be considered in the same intellectual tradition as men.

We noted that among the practical reasons given for the establishment of a women's studies program was the need to provide women with an area of university life over which they had some control and within which they would be given respect and prestige. However, some of our respondents expressed the belief that the outcome of the organization of such a program could be quite the opposite. Women might be shut off from the social and intellectual life of the institution by their association with a women's studies program. The term "women's ghetto" was used by several respondents. One woman stated, "It can become a way of getting-the-women-over-there-and-out-of-the-way."

Some felt that a concentration on women's studies might limit both students and faculty professionally. One person stated that it was difficult for women with undergraduate degrees in women's studies to find employment. Others believed that faculty could become over-specialized and lose touch with developments in other areas of their respective disciplines. They also stated that such faculty might have trouble being reintegrated into their departments should the women's studies program be terminated.

A closely related argument was that a concentration on women's studies might reduce the number of female students

who would acquire skills in other intellectual areas, and thus reduce the number of women who would move on to graduate and professional accomplishment in other areas, especially those regarded as "male," in which there is currently a need to establish more equal composition.

A few persons seemed to believe that because of the past neglect of women's studies, there would be insufficient data and material to employ in teaching women's studies courses.

Similarly, a few respondents warned against inadequately prepared instructors. There were two distinct types of argument in this regard. The first was set forth by scholars who stated that instructors might be oriented to feminism, but inadequately trained in their own disciplines. The other argument came from feminists who warned that people from traditional disciplines, who are not skilled in feminist analysis, will try to "get on the bandwagon" because of the popularity that women's studies has among students.

Several objections to the establishment of a women's studies program involved the difficulties of instituting and administering such a project. Cited in this regard were the financial problems already besetting educational institutions, suspicion and hostility on the part of administration and department members, difficulties in coordinating an interdisciplinary venture, and the problem of discarding such a program should the need for it cease to exist. The last argument was mentioned by a small number of people who believed that the ideal outcome of the women's movement will be the incorporation of material on women into all relevant areas of the existing departments. These people view women's studies as a stopgap measure to be employed until the neglect of women in established areas of study has been rectified.

Another issue was raised by some of our respondents who take a more radical position. This group regards the establishment of a women's studies program as a tacit acceptance of the existing order, which would grant legitimation to the Establishment. These people believe that, through work on a women's studies program, the talents and energies of women can be diverted from societal change. Several respondents express this idea rather tersely by simply responding -- "cooptation."

One person stated that study should focus not on women, but on the institutions which oppress them: one, that such studies may increase fear of men; another, that the sky would fall.

Summary

Most of our respondents set forth arguments in favor of a women's studies program. The major arguments for such a course of action were the neglect of such studies in the past by existing disciplines and the need to fill the resulting gaps in knowledge and correct inaccurate and stereotyped images of women, through teaching and new research in women's studies. The beneficial effects of such study on the self-concepts and vocational choices of women were also frequently cited. The effects of inter-disciplinary cooperation were mentioned, as were the need for an area of university life where women have some power and prestige; the function of women's studies as an aid in implementing social change; and the need to respond to student and societal interest in the subject.

Fewer reasons were offered against the establishment of a women's studies program; and in general, these reasons addressed the same issues as those arguments for a women's studies program, i.e., neglect of women by the traditional departments of study, students' vocational prospects, and the weak position occupied by women in the university. The difficulties, practical and financial, of establishing a women's studies program were also mentioned. Respondents warned against inadequately prepared instructors and the possibility of intellectual content being diluted by political or ideological material. From another pole, radical respondents warned against cooptation of social activists by involving them in a women's studies program and expressed the fear that courses could be too intellectual and not adequately serve the function of consciousness-raising.

On the whole, the establishment of women's studies programs would be greeted favorably by most of our respondents, although there are certain specific characteristics of such programs with which they take exception. That some of these attitudes are outgrowths of the respondents' personal experiences with women's studies projects may be seen by examination of the responses to Questions 2 and 3.

Questions 2 and 3: Have you ever organized, taught or in any other way participated in a women's studies program? Yes __, No __. If yes, in what capacity?
What did you feel were the major strengths and weaknesses of that program?

Most of our respondents, as noted in the sample description, had had some experience with women's studies, 43 had organized or in some other way participated in a women's

studies program, 87 had taught single courses on women within their disciplines, and only 52 had had no experience with women's studies.

From the answers given by experienced respondents, we were able to learn a certain amount about the growth and scope of women's studies across the nation. It was reported that the following institutions either have a women's studies program at present or will have programs beginning in the fall of 1972:

Barnard College
Bowling Green State University
Bradford Junior College
Cornell University
City University of New York
Hampshire College
Kansas State University
New York University
Northeastern University
State University of New York-Buffalo
State University of New York-New Paltz
University of Alabama
University of California-Chico
University of California-San Diego
University of Michigan
University of the New World
University of Pittsburgh
University of Southern Florida
Wesleyan University

This information, it should be recalled, is based exclusively on the questionnaires and should not be taken as a definitive statement on the scope and location of women's studies programs across the nation. We have been informed that Florence Howe is preparing a study of this nature which will be published in the fall of 1972. Her study should prove very useful to those interested in proposing and designing programs for their own universities and colleges. In addition to programs, a large number of course offerings which are not part of any coordinated program have been mushrooming across the nation.

It is clear that women's studies is a growing field. How effective are the programs and courses which are enjoying such a rapid expansion? With what problems are they beset? Did those involved in the teaching and organization of these programs and courses find their expectations rewarded or frustrated? To answer these questions, we asked each respondent to list the major strengths and weaknesses of any program with which she or he had been involved. The response was overwhelming. At first glance it appeared as if there were as many strengths and weaknesses as there were individuals. Not only did it seem that the experience of each institution was unique, but that even among participants in the same program different opinions arose.

However, through a more thoughtful consideration of the data, it became apparent that the responses fell into three

general categories. These categories do not represent any arbitrary decisions on the part of the researchers, but rather were determined by the nature of the strengths and weaknesses upon which our respondents focused. The respondents tended to view the positive and negative factors of their programs in terms of: (a) orientation to intellectual and classroom matters. (b) the degree to which the course or program furthered the goals of the Women's Liberation Movement, and (c) the ease with which the course or program was instituted and supported within the institutional structures.

Intellectual and Classroom Factors

Strengths: Many of our respondents were genuinely excited by their work in the area of women's studies. They noted the freshness of the material with which they had dealt, the opportunity to view the subject from a broader, interdisciplinary point of view, and the chance to work on an empirical level. Cooperation of intellectual effort among faculty from different disciplines was seen as a major source of satisfaction.

Others noted that working in women's studies had offered them a unique opportunity to evaluate current as well as early literature in their disciplines from a new critical vantage point.

Many persons noted the popularity their programs or courses had enjoyed with students. Student response was described as enthusiastic and characterized by an active sense of curiosity and seriousness of intellectual effort. Classroom participation, especially on the part of usually reticent female students, was reported to be interested and animated. One woman who taught a class with a considerable age-mix expressed her pleasure at the high degree of student interaction which took place during class. Others noted a lessening of the traditional distance between faculty and students and stated that the learning experience had been one of "commonality" which had benefited the teachers as much as the students.

Many remarked on the unusually high degree of intellectual effort and creativity expended by the students in their oral and written work.

A great number of our respondents were simply happy to have the opportunity to explore new areas of study and institute research in previously neglected fields. They expressed a belief that they had some sense of remedying the neglect of the study of women, about which so many of them spoke in response to question one.

Weaknesses: The most prevalent intellectual complaint from our respondents was the need to convey a tremendous amount of information in too short a time, or within too narrow a framework. Either they felt that one semester course should have been given two semesters in which to treat the material, or they felt that because theirs was the only course on women, they had had to venture far from their own discipline to adequately inform their students.

Others noted a lack of coordination between the courses involved in their programs, with some overlap and duplication of material.

Some felt that there was still much to be desired in the material available for the preparation of their courses; they cited past neglect of the subject of women as the reason for lack of general information about women, scarcity of empirical studies on women, and lack of rigorous methodology in the studies which do exist.

Some respondents reported that students could also be a problem, although in general student participation was more often listed under the strengths than the weaknesses of programs. Some of our respondents found that the resistance of male students to the subject matter caused tension and unrest in the classroom; others found that radical feminists tended to dominate discussion and intimidate other students. Some were uncomfortable when student discussion veered too far away from the original topic, fearing a loss of intellectual content would result. One woman believed that the indifference of the female students to the male students prevented an adequate assimilation of informative material by the men. Still another stated that the lack of a prerequisite for her course had resulted in many students taking the course who did not have the basic skills in her discipline. One woman believed that the students had taken advantage of the relatively unstructured nature of the course to neglect the reading.

Teaching itself provoked anxiety in some of our respondents. Some, trying to develop a more egalitarian atmosphere in the classroom, were unsure as to how to accomplish their goal of franker student-teacher exchanges. They noted in themselves feelings of insecurity and defensiveness. Others noted that there had been disagreements between members of the program faculty about what teaching methods should be employed --some feeling that courses were too structured, others feeling that courses were not structured enough.

One respondent, who had been part of a team-teaching experiment, stated that the students had become confused by having to relate to two authority figures at once!

Women's Liberation Factors

Strengths: Many of our respondents stated that their courses had been instrumental in bringing to their students an awareness of the oppressed state of women in society and had, in some cases, led directly to the formation of consciousness-raising groups.

Attitude-changes in students were also noted by our respondents. Female students were believed to have gained self-confidence and pride in women in general. The support of male students for the women's cause was gained in some cases.

Other successful outcomes of women's studies programs from this point of view were a reaching out to the community and the recognition of new ways in which the legal structure can be altered to better the condition of women. One woman noted that, simply by existing, her program had "demonstrated and given a place for a unity of concern."

Because a generation or student-faculty gap represents a threat to the unity of the women's movement, many of our respondents were delighted that one of the side effects of their program had been increased student-faculty cooperation and a lessening of the formality of the atmosphere in which interaction took place.

Weaknesses: The main problem of a women's studies program from the women's liberationist point of view was the need to achieve a balance between its consciousness-raising and intellectual functions. Some people felt that their programs had been too intellectual, while others feared that intellectual content had been sacrificed for the benefit of raising consciousness and discussing personal experiences. One felt that her course had been weakened by the lack of a consistent political position.

The question of the male student also loomed large. One group of respondents believed that the presence of men in the classroom inhibited the participation of women in the course and prevented them from a serious consideration of their own exploitation. One respondent noted that the presence of men in classes slowed the learning process because the women had to spend time educating the men concerning issues they (the women) had previously confronted. Others felt that there were not enough men in their courses to stimulate debate, or to win them over as sympathizers.

Another woman noted, perceptively, that the problems confronting her program were the problems confronting the

women's movement -- professionals versus faculty, homosexuals versus heterosexuals, and black men versus white women (with black women caught in the middle).

Institutional and Organizational Factors

Strengths: Few respondents noted institutional factors among the strengths of their programs. Some did praise the interest and cooperation of faculty members who took part in their programs and noted that the programs had been successful in winning the respect of other, previously hostile, faculty. One noted the student-faculty interaction in the planning stages of her program as useful. Another noted that the institution of a women's studies program had furthered the examination of the position of women on campus.

Weaknesses: A large number of our respondents felt that institutional factors had militated against the success of their programs.

Several cited a general lack of support from their administrations and from other faculty members, as evidenced by some of the following:

(1) no released time for teaching a women's student course;

(2) lower pay, for the same amount of hours, for teaching a women's studies course;

(3) few women's studies courses allowed to be offered;

(4) no credit given for women's studies courses;

(5) no regular appointments in women's studies;

(6) lack of university funds for women's studies;

(7) the impermanent nature of most women's studies programs which lead to a feeling of ambivalence and insecurity in faculty who are "borrowed" from other departments; and

(8) hostility from home departments towards those taking part in the program.

Others complained that their own lack of administrative skills and procedures had been detrimental to their programs

Faculty members' fear of moving out of the mainstream

of their departments, coupled with their commitments outside of women's programs, also generated tensions and threatened the success of several programs.

The staffing of programs posed major problems. The alternative to borrowing faculty from other departments -- i.e., hiring from the outside -- also had its disadvantages. Splits arose between those who insisted that the people hired hold traditional academic credentials and those who wished to hire non-professionals as instructors. Others found that the goals which the women of the institution had set for their program could be undermined by new faculty who wished to have their interests dictate the nature of the program and course offerings.

Summary

Women's studies programs and courses are gaining in popularity and acceptance across the country. These programs and courses have been varied in their composition and in the success which is attributed to them by those who worked for their establishment. Strengths and weaknesses have been categorized by their orientation to intellectual and classroom concerns, women's liberation, and organizational and institutional factors.

These strengths and weaknesses were not evenly distributed over the three categories. If we briefly consider several types of responses, we can better understand the situations that have confronted our respondents, and also be aware of the complexity of the task confronting those who are engaged in designing and proposing a women's studies program for our own university.

	I	II	III	IV	V	VI	VII
Intellectual	+	-	-	-	+	+	-
Liberation	+	+	-	+	-	+	-
Organization	+	+	+	-	-	-	-

Obviously, I represents the most desirable type of program, one which is viewed by its participants as being intellectually satisfying, while carrying the messages of women's liberation to a receptive group, and which receives the full financial and moral support of the college or university within which it is located. However, none of our respondents had taken part in such a program.

Few had been associated with programs which could be described as II or III, either.

The most common pattern among our respondents were IV, V, and VI, i.e., those which appeared satisfactory from an intellectual and/or liberationist point of view, but for which there had been little or no institutional support.

It should be kept in mind that while such typologies are useful as descriptive and illustrative devices, they do not accurately represent the actual responses of individuals.

Many of our respondents only mentioned one aspect of their program, or listed only the strengths and not the weaknesses. What we can learn by considering the possibilities represented by these typologies, in light of the reports offered by our respondents, are the general patterns of strengths and weaknesses of women's studies programs. Among these is the glaring tendency for institutional factors to appear as weaknesses rather than strengths. The typologies also indicate a set of somewhat ideal qualities which Penn Women's Studies Planners can use as a rough guide in determining what should be the important elements to incorporate into a program at Penn.

Of course the "perfect" program would be extremely difficult to achieve, because it would have to merit 'plus' signs after an innumerable number of sub-categories within the Intellectual, Liberation, and Organization categories. However, if nothing else, this typology underlines the tremendous variety of the responses to this question -- in some cases contradictory responses (too many male students/not enough male students) -- and should serve to impress us with the difficulty and magnitude of our task, i.e., the establishment of a successful women's studies program at Penn. Hopefully, we can channel our attention and energies into directions which will achieve the strengths and avoid the weaknesses experienced by others.

Question 5: Designers of women's studies programs are faced with two basic alternative structures: (1) a curriculum is developed by an interdepartmental program which draws on existing talents and resources in the institution, or (2) an independent curriculum is developed by a new department of women's studies. In considering the relative merits of these alternatives, what seemed to you to be the primary advantages and disadvantages of these alternatives?

In response to our question on the form a women's studies program should assume, our respondents offered three main types of arguments. These could be broadly classified in

the following manner: (1) those favoring an interdepartmental program; (2) those favoring the establishment of a separate Department of Women's Studies; and (3) those favoring some compromise solution which would embody elements of both (1) and (2), stating simply that the program should be designed to best meet the goals of a women's studies program as effectively as possible within the context of each different institution. They pointed out that different universities stand in different positions with regard to financial support, available and interested faculty, and interdisciplinary cooperation -- all factors which are instrumental in determining the structure of a women's studies program.

In Favor of an Interdepartmental Program

As in the discussion of other questions addressed to them, respondents to this question offered reasons, intellectual, structural, and political (i.e., oriented to the women's movement and as a whole), for their preferences.

Intellectual reasons: Many of those who favored interdepartmental programs did so for intellectual reasons. Some felt that, through borrowing established faculty from already existing departments, the program would be assured a higher caliber of course offerings and teaching.

They insisted that only through keeping in touch with their respective disciplines could faculty be a part of the mainstream of intellectual life and thus offer broad and effective instruction to their students. They also noted that, by remaining within their departments, such faculty would be in a position to teach not only "women's" courses but to infuse regular courses with material on women.

The generation of new interdisciplinary research which could result from interdepartmental cooperation was also cited as a beneficial effect of such a program.

Some respondents objected to the establishment of a new department on the grounds that a department of women's studies might give too one-sided a view of the course material and emphasize even further the differences between women and men, replacing the present masculine bias with a feminine one. Many of these persons regarded the ultimate goal of women's studies as the incorporation of material on women into all courses, which at present neglect the study of women, within the university. They stressed the need to "study humanity as a whole." They tended to see the interdepartmental program as a temporary measure, the need for which would disappear as material on women became included in regular course offerings

within the established departments. They stated that a women's studies department would be more difficult to dissolve at such future time than would be an interdepartmental program.

At the other extreme were those who saw a separate discipline devoted exclusively to the study of women as the desirable outcome of a women's studies program. Some of these people also opted for an interdepartmental program at this point in time. One woman stated that the interdepartmental program was a "necessary step" to a Department of Women's Studies. Another suggested that this was the better course of action until such time as women's studies developed a "theoretical underpinning" of its own.

Still others believed that an interdepartmental program would be of greater benefit to the students than the establishment of a separate department, since majoring in a traditional discipline would facilitate admission to graduate school and the securing of employment. One respondent stated that more students could be reached by an interdepartmental program. Indeed, she noted that those students who would benefit most from such a program (i.e., those with the most firmly held prejudiced or stereotyped beliefs) would be less likely to seek out courses in a Women's Studies Department on their own, while they might be more likely to be reached by courses in traditional disciplines. Other scholars felt that an interdisciplinary situation offered a greater flexibility of course offerings.

Women's Movement reasons: While many of the "women's movement" arguments actually favored the establishment of a separate department, some arguments were offered against such a move, and emphasized the merits of interdepartmental programs. One respondent stated that interdepartmental programs relate more effectively to community and action groups, although she did not explain what variables were associated with such effectiveness. Another, invoking the emphasis placed by the movement on collective effort, argued that a Women's Studies Department could lead to competition and "professionalism" and the neglect of the need to "strive as a group."

Still others noted that, by remaining attached to established departments, women could lobby more effectively for advancement of female faculty members and for increased hiring of women. They could also, it was noted, extend feminist concepts to a greater number of students and even, perhaps, to their male colleagues.

Organizational reasons: Several persons felt that an interdepartmental program would be easier to institute and im-

implement than a separate department. They stated that it would be harder to gain support -- moral and financial -- for a new department. They believed that it would be difficult to staff a separate department, while existing talents within the university could be utilized in an interdepartmental program. In addition, it was believed by several persons that such a program would be more acceptable to the university community. This was a very important issue for many of our respondents who felt that, because of the hostility towards women's studies which does exist in some quarters, a separate department might be used as a device for further excluding women from the mainstream of the life of the institution, and degrading their status within the university. These respondents warned that departmental status could increase the isolation of women in the university, that the department might become regarded as "second class" by other departments within the university, and that by steering women into the new department -- or "women's ghetto," as some called it -- the segregation of men and women in intellectual and social life might be intensified.

Others noted that the faculty of a women's studies program would be more secure professionally if their appointments were held in well established departments. One respondent felt that students might be fearful of aligning themselves with a new and, therefore, untested department. A few of the respondents warned that establishment of a new department could result in the hampering effects of bureaucratic complications.

Radical respondents took the position that establishment of a department supports the status quo because it "proliferates existing university structure with all its problems."

In summary, those who favored interdepartmental programs focused on the positive intellectual benefits of interdisciplinary cooperation, and the difficulties -- practical and political -- of setting up a separate department. They warned against the possible isolation of women from the intellectual and social mainstream which could result from the establishment of a separate department.

In Favor of a Department

Intellectual reasons: Those who favored the establishment of a separate Department of Women's Studies stressed that, through the existence of a core of committed faculty, time and energy could be channelled into the development of new courses, new teaching techniques, and much needed research projects. A department could also draw new talent into the university. The proponents of a Women's Studies Department believed that only a department could offer a unified and coordinated approach to the study of women which would cut across

disciplines and provide intellectual coherence and depth for the curriculum. Several of these respondents suggested that interdisciplinary programs have failed to accomplish this end because of lack of cooperation between faculty from different departments, or because of the tendency of one discipline to dominate the entire program.

The scholars, to whom we have referred before, who see the incorporation of material on women into all existing courses as their ultimate goal, were represented in the pro-department as well as the pro-interdepartmental arguments. Several of their number believed that only a department devoted to the study of women could begin to correct the neglect and inaccurate treatment women have received within the traditional disciplines. Of course, they believe that such a department will render itself unnecessary in several generations.

Women's movement reasons: Several respondents stated that the establishment of a Women's Studies Department would give moral support to faculty members who have an interest in women's studies and are not given serious attention in existing departments. A Women's Studies Department could free them from the hostility they may now encounter from their colleagues.

It was also noted that departmental status would give prestige and legitimation to the study of women and could also establish the feminist perspective more permanently within the university. A department is less easily terminated than a program.

Organizational reasons: Many people felt that a departmental structure was a more practical form for a women's studies curriculum than an interdisciplinary program. They stated that a department has the advantage of being a conventional structure in the university for which there are established ground rules for initiation and administration.

In addition, as an autonomous unit, a department is not faced with the difficulties involved in "borrowing" personnel from other departments. Its faculty is also freed from the anxiety and stress of "split allegiance" which often results from the "borrowing" system.

Others noted that, in having the power to hire and promote its own faculty, a department protects the faculty member who is interested in the study of women and who may, under existing circumstances, be penalized for this interest within the traditional disciplines.

Several scholars pointed out the shortage at present

of adequately qualified women's studies instructors within now existing departments. This shortage would necessitate the hiring of new staff to assure a women's studies curriculum of competent instruction and intellectual coherence.

One respondent, while not generally favoring the establishment of a Women's Studies Department, stated that, to insure a supply of well-trained people in the area, a few major universities should institute such departments, as places where scholars from across the nation could go to pursue an intensive program of study.

Compromises

In general, we can observe that those favoring an interdisciplinary program stressed the merits of interdepartmental cooperation with its effects on teaching and research, while those who preferred the establishment of a separate department stressed institutional factors and university politics -- the coordination of the courses and comparative freedom from external control. Several of our respondents did not take either position, but emphasized that the type of program established by any institution must be governed by the unique characteristics of that college or university.

It was suggested that those who are speaking of "interdepartmental programs" and "departments" have certain specific models of these concepts in mind which are shaped and colored by their own experience. These respondents noted that there is a need to break out of the existing models and arrive at a hybrid model which would accomplish the goals of a women's studies curriculum.

What does emerge from an analysis of the responses is that it is the goals of the program -- intellectual coherence, high-caliber instruction, multi-disciplinary perspective, autonomy, secure positions for faculty, and generation of new research -- which concern most of our respondents, and not any rigid concept of organizational form. Those seeking to design a program for the University of Pennsylvania should be willing to think innovatively about these matters and look for flexible and creative structural devices with which to attain these all-important goals.

Question 4: In what ways has your commitment to women's studies changed your professional or personal life style?

While a few of our respondents did not answer this question or commented that they did not wish to do so, the great

majority of them did respond and did so in a positive manner. It was of interest to us to obtain a more in-depth view of the effects of women's studies courses on those who had worked on them. We received two distinct types of answers to the question.

(1) Some persons stated that it was not involvement with women's studies per se that had had an effect on their personal and professional lives, but rather their involvement with the feminist movement which had had an effect on them and, indeed, which had directed them into women's studies in the first place.

(2) The other group took the question at face value and noted the specific effects that involvement with women's studies had had on their lives.

Within the personal realm, some of the following effects were related:

"A more egalitarian marriage."

"I am more aware of the connection between academic and personal knowledge."

"A new commitment to general social change."

"It enhances my pride ir the accomplishments of other women and encourages and reinforces my own efforts."

"Has made me more critical of established institutions."

"Less personal time -- busier."

"I think it made me more humane and constantly reminds me of the human purposes of knowledge."

"I'm more aware, more paranoid, more demanding, less tolerant of sexist treatment, less lovable, but stronger."

Changes in professional life are reflected by the following examples of responses:

"A whole new area of research has suggested itself to me."

"Meeting colleagues who share my interests."

"The broadening function of feminist criticism in literary work."

"Much greater respect for disciplines other than my own."

"Deeper involvement with students."

"I love reading all the literature -- less alienated from my work."

"More aware of professional discrimination against me, less willing to put up with it."

"Ceased my quest for male approval."

"Encourage women students in career ambitions."

"Ability to teach survey courses in more interesting style."

"Renewal of energy, real curiosity and excitement."

"Professionally, it has revitalized me and given me a direction for the rest of my career."

Thus it appears that commitment to feminism in many cases pre-dates involvement in women's studies. However, on the other hand, often respondents noted a feminist perspective emerging or growing from academic work in the area of women.

Respondents also noted increased self-confidence, more egalitarian relationships with men, and a critical approach to social institutions in their personal lives. Professionally, it does not seem to be an exaggeration to say that involvement with women's studies seems to give many of these people a new outlook on life.

Feelings of enthusiasm for the subject material are noted, as are the beneficial effects of cooperation with colleagues and the development of new research interests. The interested responses of students are also noted in this regard, as is a heightened awareness of discrimination when it occurs.

Question 10: What do you think would be the major benefits from a comprehensive Women's Studies curriculum?

This forced-answer question provoked responses similar to those generated by Question one. Reasons given as most important for the establishment of a women's studies program were: a new knowledge of sexuality and sex roles, a substitution of factual data for stereotyped dichotomies, the opening of alternative roles for women, the realization of potential on the part of female students, the institution of a sense of group

identity in women, the increased self esteem of women, the provision of role models for female students, the generation of interdisciplinary research, the general broadening of students' frames-of-reference, the use of knowledge and energy to bring about societal change, replacement of emotional arguments with intellectual discovery and knowledge, assessment of women's real capabilities and needs, the transformation of women from private to social beings, the increased respect of male members of the community, and the function of such a program for generating a rearrangement of the prevailing values in higher education. In general, these arguments tended to stress the beneficial effects on the women's studies student as well as on the intellectual merits of women's studies programs. Emphasis on the individual student may indicate that, when those respondents who gave predominantly negative answers to question one are forced to choose a positive reason for the establishment of a women's studies program, they are likely to focus on the effects on the students rather than on the neglect of women in the traditional subject matter offered by the existing departments. However, those who are positively oriented to women's studies in question one, tend to place a much greater emphasis on this neglect and the need to remedy it.

Question 11: Have any of your students inquired about women's courses in your discipline or requested that such courses be offered? Yes . No .

As the figures indicate, most of our respondents replied that their students have asked about women's studies courses. Few replied negatively to this question.

YES	115
NO	26
ANTICIPATED DEMAND	4
UNANSWERED	37

A few noted that they had anticipated such student interest and had offered such courses before the need for them was brough to their attention. We did note that several of the negative responses came from respondents who are in disciplines where a "women's" course might be impractical, if not impossible, such as physics and astronomy. While a course in astronomy might well mention the contributions and discoveries of female astronomers, the actual subject matter cannot really be considered from a feminist (or for that matter a masculinist) point of view

Question 12: Do you think undergraduate work in women's studies would be useful preparation for students who might seek graduate training in your area? Yes . No . Remarks:

This question directed itself specifically to one of the issues raised by question one. Our respondents overwhelmingly endorsed women's studies as helpful undergraduate preparation for graduate work in their disciplines.

Some of our respondents did qualify their answers by indicating that a student should concentrate in an established discipline and take only a few women studies courses, which would be valuable as motivators. Only a few reject the usefulness of women's studies programs outright. (Unqualified yes - 100 , Qualified yes -34, No-18, Unanswered-30).

Question 13: Researchers have noted that women students' vocational and intellectual potential is at present not fully realized during their undergraduate careers. Do you feel that this trend can be changed in part by the development of women's studies? Yes . No . If yes, how?

YES	131
NO	11
MAYBE	15
UNANSWERED	25

Most of the "no's" felt that women's studies would not change this situation because it might attack only one side of the problem; i.e., it could raise aspirations without, at the same time, making sure that the female student acquires skills necessary to excel in her chosen area of endeavor.

Those giving affirmative responses focused on the function of increased awareness of female potential arising from an understanding of the factors which have tended to keep women in wife and mother roles. They emphasized, as well, the increased enthusiasm for and interest in academic pursuits which women's studies can generate in female students. They also stressed that women's studies could provide the female student with role models of women who have contributed to the arts and sciences, and indeed, female professors themselves could serve this function.

Question 14: If you have taught a course in women's studies, did you notice any difference in response by women students to this course as compared to more traditional courses you have taught? Yes . No . Remarks:

YES	105
NO	7
VARIED	2
UNANSWERED	68

A great number of our respondents noted the positive effects on female students of courses on women. These were not confined to increased self-confidence or greater classroom participation on the part of women, although these factors were mentioned. Many remarked on the quality of the work accomplished by female students in these courses. They cited increased reading, more enthusiastic research, and greater questioning from women students than they had found in other courses, all of which reflected real enthusiasm for the course material. One scholarly response from Cornell sums it up: "Yes! Wow! They worked, they thought, they cared! They read enormous amounts of stuff. FANTASTIC!"

It seems fair to state that those who have taught women's studies courses met in general, with favorable reactions on the part of their students, which have been manifest not only in the enthusiasm and excitement in the classroom, but also in a high quality of academic performance.

Question 9: Have students assisted you in your research? Yes ___. No ___.

On the assumption that research is a very important means of learning, we asked our respondents to what extent students had helped them in research. The fact that almost as many persons had not used students in their research as had is not particularly encouraging. While 83 of our sample reported that they had used students in their research, as opposed to 76 who said they had not (23 did not answer the question), several of those who said they had used students noted that they had used them as subjects. This is quite a different matter from involving the student in the problem-solving aspects of research which can serve as an invaluable teaching aid and a stimulus to further intellectual inquiry on the part of the student.

There seems to be evidence, from our returns, that students are still viewed very much as objects in the teaching process, even by those who may have been exposed to the collective-learning ideology of the women's movement. Further comment on this aspect of faculty-student interaction and its implications for the design of a women's studies program at Penn must await analysis of the student questionnaires, which should supply us with another perspective on this issue.

Questions 6, 7, and 8:
6. Can you give us a brief summary of the state of knowledge in the sub-speciality on women in your discipline (e.g., sociology

of women, history of women, women in literature, women in medicine, etc.). Please consider the following issues: (1) the growth in interest in this area; (2) conferences which have focused on women; (3) development of courses on women; (4) funding available for study of women; (5) acceptability by academic journals of articles on women; etc.

7. What research is being done -- and in your opinion ought to be done -- in your discipline which would expand our knowledge of the female experience and which would develop new paradigms and insights valuable to your discipline as a whole?

8. In order that we may know more about your research, please list publications.

Introduction

The analysis for this section of the report combines the above questions to give a picture of the way in which specific disciplines are developing or resisting women's studies. Academic disciplines are separated into four categories -- social sciences, humanities, natural sciences, and professions. Each category is summarized briefly.

Each discipline and profession was analyzed using the same criteria and based solely on questionnaires received (to August 15, 1972). Two basic questions were asked: (1) what is the present status of women's studies in the discipline; and (2) what directions have been indicated for new research in neglected areas?

Selected bibliographies are included in Appendix D to be used for development of the final proposal. These bibliographies, being the more recent and/or comprehensive essays or books on women's studies in their respective disciplines, by no means provide a complete overview, but should prove useful to the proposed fall project staff.

THE SOCIAL SCIENCES

HISTORY

Questionnaires were returned by twenty-four (24) historians, seventeen of whom are women. All areas of the United States and some areas of Canada were represented in this sample; five respondents are located on the west coast, six in the mid-Atlantic states, three in New England, and the remainder are scattered

throughout the mid-West, the South and eastern Canada. All but three of the historians are primarily concerned with teaching and research at colleges and universities. One is an administrator (associate provost), one a department chairperson, and one a magazine writer for the St. Louis Post-Dispatch. The historians evinced a high degree of experience in teaching women's studies and commitment to research concerning women. All but one (the magazine writer) had been directly involved in teaching or planning courses dealing with women. Six are involved in women's studies programs. Sixteen are currently involved in research directly related to the condition of women.

Present Status

History is one of those disciplines in which the interest in women has exploded in the past few years. Sessions of meetings of professional historical associations have been devoted to considering women's history. There is also a well-organized Coordinating Committee of Women in the Historical Profession which gathers information on research concerning women.

Despite this surge of activity, history remains an area in which an enormous amount of work must be done before an accurate picture of women in historical perspective can emerge. One respondent accurately summed up the situation: "The field /women's studies/ in history is just wide open, because so little has been done . . . . We'll have to work on all women, and not just the handful of articulate middle class and professional women."

While at first glance there appears to be a large volume of work done on women in history, closer investigation reveals the essentially limited and surface nature of the treatment. Most work done to date has concentrated on biographies of famous women and on organized women, most specifically on the nineteenth-century American reform movements and on the struggle for suffrage.

Future Needs

In light of the paucity of cogent historical analysis about women and the importance of obtaining a clear historical perspective in order to deal with current problems, it is not surprising that the historians who answered our questionnaire were able to suggest many and varied areas in which historical research is needed.

Many respondents, noting the focus on famous individuals

and organized women, pointed to the need to apply quantitative methods to the study of women. Some stressed the need to develop new techniques of analysis to facilitate the study of women.

Another common suggestion for further research dealt with the history of female labor, both inside and outside the home, and with the role of female labor in relation to trade union organization and activities (e.g., women used as strike-breakers, and the differences between unions which did and did not organize women). One respondent suggested the need to determine the importance of the existence of a marginal labor force as a prerequisite for modern economic growth.

A number of historians emphasized that further work is needed on the images of women in history and on ideologies relating to women at different times and in differnt cultures. Much insight could be gained by comparing prevailing ideologies with existing realities and by study of the forces which induce a reformation of ideologies. It was suggested that urbanization and the conditions created by war were two forces which have induced such changes.

Women who were members of communities which are not in the mainstream of society were suggested for study by some (e.g., Black women, Indian women and immigrant women in America; Quaker women and women who participated as members of utopian communities).

AMERICAN STUDIES

Questionnaires were returned by five (5) scholars who listed their specialty as American Studies. Four of these are women, and all hold teaching positions at colleges and universities. All had taught courses concerning women; three had participated in planning women's studies programs. All are from eastern seaboard schools with the exception of one from a California State University. All have done research relating to women.

Present Status

Because of the interdisciplinary nature of American Studies, the answers to questions relating to growth of interest and acceptability of research on women varied according to the respondent's specialty. The growth of interest in history and sociology was noted favorably. However, one respondent reported that a survey taken at the last American Studies Convention revealed that most people in the field had given little scholarly thought to women.

There was significant overlap between the responses of scholars in American Studies and those of historians -- although this overlap did not, of course, include the complaint of many historians that most work to date has focused on American women. The general thrust of the research suggestions in American Studies was toward more social history of American women, especially women who were not visible in reform movements.

Future Needs

Among the topics cited as needing further research were: relationship between women's relative economic status and their political behavior and power; life styles, goals and achievements of different groups and classes of women; and the effect of modernization on women and the impact of industrialization on women's work in a capitalist economy.

ECONOMICS

Questionnaires were returned by seven (7) economists, six of whom are women. Six of the respondents are located in New England and the mid-Atlantic region; the remaining scholar is in Oregon. One respondent is an administrator; another is an assistant director at the Women's Bureau of the United States Department of Labor; five are primarily engaged in teaching and research at colleges and universities. Of those who taught, two had participated in women's studies programs, one had taught a women's studies course (but not in a program), and two had no experience with teaching women's studies. Four of the economists are currently engaged in research related to women. Two of these are investigating wage differentials between men and women workers.

Present Status

An increase of interest in women was noted by most of the economists, but many felt that the economics profession was more conservative than most, such that feminist analysis would not be regarded favorably. However, the last convention of the American Economics Association did devote a session to women, and journals are more willing to accept articles dealing with women as long as the articles use traditional methodology.

Prior to 1960, economists gave very little consideration to the position of women with the exception of some Marxist analysis (following Engels) of the economic causes of the exploitation of women.

Beginning with what has been termed the "new labor economics," attention has been focused upon the determinants of labor force participation by women, particularly married women. This analysis has been spurred by the fact that, since 1940, the major increase in the paid labor force has resulted from a rapid acceleration in the labor force participation rates of married women (in contrast with the virtually stable participation rates of men and single women). More recently there has been a significant rise in the number of young mothers who work outside the home. This may signal a change in the basic bimodal life cycle work pattern which has been characteristic of women.

More recent work on women by economists has also concentrated on the paid labor force. There have been attempts to apply discrimination models (originally developed to deal with racial discrimination) to the conditions faced by women. Occupational segregation of women is being explored, as are other variables which affect the demand for female labor in the market. Some work has been done on the economic determinants of fertility, but economists and demographers have demonstrated an amazing ability to talk about fertility without considering the implications for women's lives.

Future Needs

Some of the economists who responded to the questionnaire gave suggestions for further research which fell into two basic areas: (1) the need to continue the analysis of women in paid employment particularly in the areas of occupational determinants, labor organizations, and differential returns to investment in human capital (education, health, etc.), and (2) the need to extend economic analysis into areas of women's lives other than paid employment. Suggestions were made that research is needed on economics of household and family relations (on which some pioneering theoretical work is now being done), computation of gross national product, consumer problems of women, the economics of volunteer work, the importance of women as unpaid workers in family enterprises, and the economic history of women.

ANTHROPOLOGY

In the discipline of anthropology, all six (6) respondents are women. Four are affiliated with institutions in California and the remaining two in New York State. All have been involved in women's studies -- five have offered courses and one is working on the creation of a program. All have done research related to women.

Present Status

Anthropology was described as having "fewer barriers" than other disciplines to the study of women. The reasons cited for this phenomenon concerned the subject matter of traditional anthropology, e.g., (1) traditional interest in the theory of matriarchy vs. patriarchy, especially as expounded by Engels, and (2) the "traditional interest in sex roles cross-culturally" due to "the impact of Margaret Mead and others who showed that our way wasn't the necessary way" which "has led to a good deal of research on sex role socialization without any particular feminist import."

However, that there has been a change in the quality of this interest was apparent in one response: "The focus on women inevitably existed as a by-product of interest in marriage, family, child-rearing customs, etc. -- now this interest is more acceptable in its own right rather than as a by-product of other research interests." Some respondents noted that the growth of this more direct interest in the anthropology of women was evident in the large numbers of papers and symposia at the American Anthropological Association and the American Association for the Advancement of Science meetings in the past two to three years. One noted the establishment of the Women's Caucus at the AAA meeting held in November, 1971. It was stated that no purely anthropological conferences have been held on women, although one on Chinese women is slated for next year. Interdisciplinary conferences on women were noted. Courses were generally seen as expanding beyond traditional study of sex role differentiation to the study of women cross-culturally. One respondent felt the range of courses offered was suffering because of the lack of published material on which to base teaching. Most respondents noted, however, that a good deal of publication was underway, as was the revival of older pertinent works. Articles on women were felt to be acceptable to academic journals, but two respondents professed ignorance as to what the proportion of articles accepted was to the total submitted. No dramatic change in the availability of funding was noted by any respondent.

Although traditional anthropology has not been able to ignore the study of women, the state of knowledge in the subspecialty anthropology-of-women was described as "rudimentary" and "inchoate." Most respondents were convinced that the quality of most anthropological field work and theory is poor, due to male-biased data collection. Three major defects in field work methodology were cited: (1) "Most anthropological research has been conducted by male anthropologists who project their centrality in Western society onto non-Western cultures,"

(2) "Anthropology needs new role concepts not modeled along the lines of male roles in order to investigate and properly evaluate women's roles," and (3) traditional emphasis has been on the activities of men -- "we have to become very self-conscious about statements that 'the people of X do so and so' when it turns out that it is really only that 'the men of X do so and so.'"

The traditional theories based on these "methods" were observed as producing inadequate evaluations of women's roles and, more generally, inadequate evaluations of the whole nature of kinship, economic, and religious systems. Most respondents felt much new data collection and "rethinking" was necessary. One woman suggested that "almost every 'classic' society, i.e., a society used as a paradigm by anthropologists, should be studied from the 'inside out' treating choices, decisions, and institutional arrangements from a woman's point of view." The same woman pointed out some completed monographs with this 'inside out' perspective. Many respondents observed the significant lack of discussion of women's position in cross-cultural comparisons, simultaneously noting that many of these studies have now been initiated in order to correct the deficiencies of traditional anthropology.

Future Needs

Therefore specific research areas cited as important for exploration involved the continuation of these cross-cultural comparisons. Examples include: (1) studies on "the 'symbolism' of the female in various cultures -- leading to greater insights as to the effects . . . and the implications of /such symbolism/ for the qualities of women's lives"; (2) comparative work on the position of women in three specific types of cultures: 'egalitarian' societies, societies with special avenues to female prestige and power, and societies in which women are dominant or exercise a great deal of power; (3) studies of "women in groups" especially noting the "ways they can and do support each other" and also the "conditions and variations in sources of female power"; and (4) "comparative analyses of women's role as related to productive aspects of society both quantitative and qualitative."

The central conclusion shared by most respondents was characterized by one particular response: "Women anthropologists, in revising, amending, and creating new theories and field work methods not only expand our knowledge of 'the female experience' but provide an accurate picture of all social systems." Most respondents demonstrated an awareness of new conceptual problems presented by the study of women in anthropology, such as: "can we speak of 'degrees of oppression'?",

how can we "discover the dynamics of exceptions -- how does change proceed?", and how can we "include ourselves in the subject population?"

SOCIOLOGY

In the discipline of sociology, the twenty-seven (27) respondents are women. The institutional affiliations broke down regionally as follows: fourteen from the northeast, one from the south, seven from mid-western states, four from western states, and one from Canada. Sixteen had been involved in women's studies programs, and four had no experience with women's studies. All twenty-seven respondents are doing research related to women.

Present Status

Sociology as a discipline has become a central focus for the study of women, as one respondent observed, because "traits once considered either psychological or biological are now seen as a result of sex role socialization," and also because many women are now interested in discovering the extent to which sex roles are determined by the social structure, especially by economic institutions. The growth of interest in a sociology of woman was characterized by the vast majority of respondents as "enormous" and increasing "exponentially" and "logarithmically." However, one woman noted that it was "far from a prestigious specialty." Only one respondent felt the present interest was "no real departure," her point being that interest waxes and wanes and that it was "waxing right now." Of the rest who observed a definite change toward more interest, the change was dated as a phenomenon "happening throughout the 60's" with the most dramatic growth of interest within the last two years.

As ample evidence for the new interest, the respondents dealt with three general areas: (1) the rapid increase in the total number of courses on women, (2) conferences on women and programming within professional associations, and (3) the existence of strong women's caucuses within many regional and national professional organizations.

Cornell and Berkeley were cited as having the first courses on women in 1969, when the interest was small. Seventeen respondents noted the increase in courses offered, i.e., "almost every sociology department has one." One respondent pointed out that the estimated number of courses (last count: over 600) was only the "tip of the iceberg" since other courses now devote much time to pertinent study, for example, the study of women's past and present roles.

The following professional associations were noted as having had special presentations or conferences on women: American Sociological Association (ASA), Eastern Sociological Society, Massachusetts Sociological Society, Boston Women Social Scientists, Rural Sociological Association, Society for the Study of Social Problems, Latin American Studies Association, and the National Council on Family Relations. Respondents mentioned also both government and industry sponsored conferences. One person felt there were "too many" conferences, and another mentioned the lack of integration of the papers presented.

Many respondents noted the existence of strong women's caucuses within professional organizations. The strength of these caucuses was evident in two developments: (1) the inclusion of a section on sex roles in the ASA, and (2) the growth of the ASA women's caucus into a formal organization called Sociologists for Women in Society. One person felt the increase of professional interest was the direct result of the establishment of Sociologists for Women in Society.

As to the questions of availability of funding for research on women and acceptability of women's studies articles by academic journals, most respondents felt the trend was towards increased interest, but that opportunities were still "not great." The reservations about funding were that funds were scarce for most research, that the research proposed so far has not been very good, or that there was more interest than money. Those who felt funding opportunities were especially good cited as reasons increased awareness and/or guilt. One person felt funding was good if the problem proposed for study had significance. National Institutes of Mental Health was said to have funding available for sex role research.

As to the publishing opportunities in academic journals, most respondents felt that the traditional journals were "budging little," but that increased interest was apparent in new journals (both interdisciplinary and popular). Also much interest was evident in the "recent fad" of devoting one issue of established journals to women. Examples cited were Transaction (November/December 1969), Journal of Marriage and the Family (August and November 1971), and issues of Social Forces, American Behavioural Scientist, and the Family Coordinator. The American Journal of Sociology will, for the first time, devote an entire issue to women in January, 1973. This new receptivity was explained by the awareness of editorial boards that a market exists. Moreover, their eagerness to exploit it was said, in some cases, to have led to "oversaturation" and/or "acceptance of poor articles." One respondent felt that in order to make articles more acceptable, women researchers are avoiding "rocking the boat."

Juxtaposed with observations on the dramatic growth of interest in the study of women were the more sobering observations about lack of solid research on women and the male orientation of the bulk of sociology. One reason given for this was the striking absence of women on graduate faculties of major institutions. Several respondents stressed the defects in data collection as another factor. For example, one person felt more focus should be put on the "private side of cultures" rather than "public transactions." Another person pointed out that data collected from women would "challenge much because all sociological theories are based on data from men." The resulting defects in theory-building become obvious when considering these observations. One woman stated that "all sociology needs rewriting."

The research that has been done on women was described in one response as "too broad" to enumerate and in another as "too little." Past and current research includes studies on married women, divorced women, and professional women (especially with emphasis on discrimination), housewives, and working women. Specific topics being explored include: the relationship between sex roles and depression, women in middle age and old age, women and health, and fertility using "easy" variables (i.e., non-psychological ones such as education and employment). Some work has been done on alternatives to present roles and on ways to free children from these roles. Most of the above mentioned research is current and continuing. A revealing area of current research is dedicated to the demonstration of existing sexism in traditional sociology and within the present field of marriage and the family.

Future Needs

The responses to the question of what research ought to be done were much more comprehensive and will be roughly divided into three areas: (1) theory, (2) methodology, and (3) empirical research.

Respondents felt the need for general theories on the following: "women's situation in society," the evolution of women's roles, the relationship between male and female roles, how new roles are constructed, the relationship between "the economy, the family and sex roles," and finally, the relationship between "feminine traits" and collective behavior theories centering on the processes of change were stressed as important: (1) an analysis of structures in order to change them, and (2) an analysis of the establishment of self-image and how it is changed.

In the area of methodology, the use of a sociology-

of-knowledge perspective was considered an invaluable tool to new insights into theory and research. One respondent underlined the necessity and importance for women sociologists to incorporate their personal experiences as valid data in their work. Her defense of that stance was the fact that all research on sex roles and on the institution of the family was intrinsically value-laden. Therefore, she saw more danger in women ignoring their own experience than in the narrowly-defined "professional" danger of the incorporation of values into research. Another perspective suggested was that women researchers should study men as a group to point out that they are "not the norm, not everybody."

In the area of empirical research, both reworking of old studies and exploring of new areas were proposed. Since traditional studies in the sociology of occupations have disregarded women's work, suggestions on how to fill this void included: increased studies on women's work force participation, studies on how society specifically oppresses housewives and working women, and general studies on the meaning of work in peoples' lives -- both males 'and females.' Several respondents wanted to see studies of cross-cultural variations in the relationships of institutions to sex and work roles, or more specifically, cross-cultural comparisons of varying economic determinants and women's roles. In the sociology of the life cycle, proposals for study included mother-child interactions which would focus on the mother's experience as well as the child's, and studies on cultural transmissions from mother to daughter. Other neglected areas mentioned were women's political attitudes, women in middle and old age, longitudinal decision-making strategies of women, and the investigation of women who have made major shifts in their lives.

PSYCHOLOGY

To date we have received eighteen (18) responses from persons whose major field of study is psychology; seventeen women and one man. Thirteen respondents hold teaching and research positions at colleges and universities. Three held appointments otherwise connected with universities and two are employed by the federal government. Nine of the respondents are currently at schools in the northeastern and mid-Atlantic states, four at California schools, three at southern universities, one at a mid-Western university and one in Canada. There were ten respondents who had taught a women's studies course, four who had participated in a women's studies program, and four who had had no experience with organized women's studies curricula. Fifteen respondents are doing research related to women.

Present Status

The growth of interest in the psychology of women and in sex role issues generally has mushroomed in the last two to five years. This phenomenon is seen by several respondents as a direct result of the impact of the women's movement. Interest is characterized as strong among women and mild among young male professors, whereas hardened resistence is noted among elder male professors. There appears to be a dichotomy between students and faculty in some departments: while there is high interest among undergraduate and graduate students (attested to by the large numbers of theses, dissertations, and other research on women by psychology students that have appeared only recently), this interest is often met by unresponsiveness on the part of chairmen and male faculty who then discourage students from pursuing further investigation in the area.

Among professional psychologists there is a growing interest in both the status of women in the profession and the psychology of women. The inclusion at American Psychological Association (A.P.A.) conventions and at regional psychological conferences of a large number of symposia, paper sessions, and conversation hours on such topics reflects this interest. Applied conferences (on psychotherapy and sensitivity groups, etc.) have begun to include women as participants and to focus on relationships between the sexes and even on all female groups (National Training Labs, Rational-Emotive workshops, Gestalt encounter marathons). Several respondents mentioned with approval the development of an active and powerful women's caucus within the A.P.A. which serves to stimulate essential research as well as to combat sexism within the academic discipline. (L. S. Fidell has provided empirical verification of sex discrimination in hiring practices in psychology -- American Psychologist, 1970, 25 (12) 1094-1098.)

Parallel with this expansion of interest is a rapidly growing acceptance by academic journals of articles both authored by and dealing with women, though some journals still refuse to do "blind reviewing" of manuscripts and some are still generally unresponsive. Some journals have put out special issues devoted exclusively to issues concerning women.

There was a wide variety of response to the question regarding funding available for the study of women. Answers ranged from "No funds are available for the study of women" to "Funding appears to be excellent at the moment," while half of the respondents professed ignorance. Apparently funding is available from NIH and the Population Council -- and from NIMH, particularly if the research is associated with Head Start or continuing education. According to one respondent, funding for

research not connected with such projects is probably still hard to obtain in psychology.

Although the state of knowledge about the psychology of women is expanding rapidly, as evidenced above, researchers must "start from scratch." The under-representation of women (as subjects) in psychological research is such that our state of knowledge regarding women is practically nil. While most respondents cited as crucial the filling of this void, several emphasized the importance of critically reassessing all previous work. As one respondent put it,"We know very little but we think we know a lot. The literature abounds with wild speculations and pompous statements about 'the true nature of women.' Actually, most conclusions are at best controversial."

The largest body of existing literature that treats women at all deals with sex differences. Several respondents charged that this older research has been poor and stereotypic, that it has gone little beyond empirical description and has made few, if any, attempts to explain the differences. This area of study is an established topic in psychology. It promises to be an active research ground.

Future Needs

The respondents agreed to a large extent on the nature of the research which ought to be done in the field of psychology. Suggested research topics fall roughly into three general categories: physiological studies, studies of sex differences, and studies of sex role socialization.

Research which attempts to answer the following questions will be valuable research indeed! (1) What are the effects of hormones on abilities, behaviors, motives, moods, etc.? (2) What are the sex differences in newborns (e.g., in activity, visual alertness, etc.)? (3) What are the sex differences in early infants in both the treatment and response variables? (4) What are the sex differences in cognitive functioning and in the psychological dynamics underlying learning difficulties? Are such differences caused by biology or by social conditioning? (5) What are the effects of "helper" and "backstage" roles (maximum security and minimum personal risk) on ego development (self-confidence, feeling of achievement, satisfaction)? (6) What are the antecedents of high self-concept in women? What is the impact of adolescence on self-concept, achievement motivation, etc.? What are the methods of altering such motivational states? What makes for career orientation in women? (7) What are the effects of employment discrimination on women? (8) What are the effects of therapy and other modes of treatment on behavior and attitudes? (9) What are the deter-

minants of sexual orientation? (10) What impact has the feminist consciousness had on existing female-male and female-female relations?

One could go on and on listing individual research projects, but more fundamental work presents itself. One respondent remarked that "sex difference research concentrates on differences -- it's the similarities which are striking," and pressed for the extension, where appropriate, of general theories previously derived from male experience. Another stated, "I think we may find some basic psychological differences, but they will be few and variable, and the many mythical differences need to be questioned or disproved." An abandonment of Freudian dogma was seen by some as absolutely essential. Two other respondents stressed the need for an organized theory of femininity written by a woman (or as one termed it, "a phenomenology of femininity"). Describing the current concept of sex role identity development as traditional and conformist, one respondent called for a whole new one. Another respondent cautioned that before specific research is attempted, it is necessary to develop a sociology of knowledge about women, since "otherwise we end up having science 'prove' the stereotypes."

POLITICAL SCIENCE

Of the five (5) questionnaires we have received from political scientists -- four women and one man, three are from persons presently at schools on the east coast, and two are from persons at schools on the west coast. Two respondents reported having had no previous experience with a women's studies curriculum, two had taught individual courses, and one (in California) will be participating in a minor-degree program this fall. Three respondents are currently engaged in research related to women.

Present Status

There is a strong and growing interest in women in politics among female political scientists. This interest is reflected by the recently formed and now active women's caucus of the American Political Science Association. One respondent states, "At our national and regional conferences caucus meetings are actively participated in and panels are enthusiastically received. We have had as yet no full scale conferences on women; we have managed to extract a number of resolutions on our behalf from official bodies, but our frustration lies in the blatant ignoring of these resolutions in practice by staff of the organization and by departments generally." Apart from that shown at conferences, interest does not appear to have yet

affected funding sources or the number of articles in academic journals dealing with women.

Research is now being done on various political figures who are women, in an effort to understand their socialization or their particular experiences as women in individual political roles. Some of the necessary bibliographies are being collected; cross-cultural analyses are being made.

Future Needs

Research on women in politics is just beginning, since the tacit assumption pervading political science is that women are superfluous to the dynamics of political systems. Therefore, examining how "political theory and theology treat women", using women as a variable in all behavioral studies, and making women as a class or a caste the subject of political science research are promptly in order. Specific research listed by respondents as necessary includes studies of: (1) the relationship of the structure of female/male interactions in a society to the political system (in terms of priorities, allocation of resources, militarism, social welfare, etc., (2) differences in voting behavior and in other political participation, (3) female/male perceptions of political leaders, and (4) the range of acceptable leadership styles for both sexes.

LINGUISTICS

We have received two (2) responses from women in the field of linguistics. One has been an organizer and teacher in the Cambridge-Goddard Feminist Studies Program and is presently researching the literature of Dorothy Richardson and attempting to investigate women's reading habits. The other is currently directing independent studies for several women in the general area of women's studies at Minnesota Metropolitan State College, where all study is conducted on an individualized basis. She is not engaged in any research, since MMSC is primarily a teaching institution.

Present Status

There is relatively little literature (especially non-technical) in linguistics that deals with women. Says one respondent, "There is certainly talk about the sexist nature of language, but this is not -- contrary to public opinion -- what linguists deal with. (I suppose we could construct a new pronoun system, but how do you get people to use it?)" One questionnaire focused on literature, noting that it seemed to be in the field in which the most interest in women has been expressed. This research is oriented towards raising con-

sciousness, either through analyzing negative images of women in literature, or through investigating the insights of women writers into women's condition.

Future Needs

What literature there is seems to be scant and often little more than empirical description, although the subject is beginning to receive proper attention. For example, it has been found that female and male children are talked to differently, that female children talk earlier and more, that adult women are more verbal than men, that men are more likely to interrupt (especially women), and that women are more likely to hesitate, make false starts and apologize. However, this information is of little value unless it can be placed in a larger context. What, if anything, does this data say about how the sexes are socialized and about the value ascribed to verbal ability? Within some cultures women use a language separate from that used by men (e.g., Japanese, Koasiti). What distinctions are made between the speech patterns and language of women and men? What do they have in common? How do these distinctions relate to the power, the prestige and the place of women in society? Can we find parallel distinctions in English? Women distinguish a wider range of colors than do men. There are sex differences in detail of description and in the drawing of conclusions from the same evidence. What does all this say about sex differences in the perception of reality?

THE NATURAL SCIENCES

The presentation of the natural sciences responses is not sub-divided by discipline due to their descriptive overlap. Within the natural sciences, there are twenty-three (23) respondents, twenty women and three men. Their disciplines include biology (7), medicine (3), biochemistry (7), microbiology (1), chemistry (1), astronomy (1), and physics (3). Two women had previously taught women's studies courses, and one woman had been involved in a women's studies program. Twenty-one of the respondents are at universities in Pennsylvania, Massachusetts, or New York. Of the remaining respondents, one is in Florida and one is in California. Six respondents do research related to women.

Present Status

In all disciplines of the natural sciences surveyed,

there seems to be an increase of interest in studies focusing on women. A respondent in endocrinology predicted that the increased interest in this field would result in some practical consequences of considerable concern to the menopausal woman and to the menstruating woman. He also noted that ideas such as menstruation being the "curse" or menopause being the end of biological life were fast disappearing, at least among educated women. In biology, interest is considerable -- focusing especially on the feminist thesis that there is no biological difference between women and men which would disqualify women from becoming first-class citizens. The growth of the women's health movement was given as an example of increased interest in health care. Although in medicine interest has always been present, the respondents noted a significant increase in the past few years. Two groups were cited as collecting information on women in various scientific fields and academic life: Women in Science and the AAUP's reactivation of Committee "W".

Generally speaking, respondents in most natural science disciplines mentioned conferences on discrimination against women in the field. For many years biological conferences have focused sporadically on the possible biological basis of sexually dimorphic behavior. Recently, however, the women's movement has undoubtedly given stronger impetus to research in this area. Numerous conferences on women's health issues have taken place. In medicine, one respondent said, "Occasionally conferences do happen but an acceptance that there is much to be learned is still less evident than one would like." Three specific conferences mentioned were the Radcliffe Conference, a conference of the New York Academy of Science, and an American Psychiatric Association Conference.

Though few respondents replied to this question, one person said that the development of a course on women in science was needed. Other courses suggested were: Women in Veterinary Science, Women and Health, Women as Consumers, and Women as Providers. Few courses on the biology of women as such are offered, except those dealing with feminine hygiene or female sexuality. Such courses, however, are becoming slightly more common under the influence of feminism.

Studies of the psychoendocrinology of women have been funded generously by NIMH in the past. It was also stated that women as a new pressure group may prevent general policy cutbacks in NIMH funding. In biology, funding was said to be as readily available for research on women as for most other areas of biological research. The subject carries "no special stigma but is considered a legitimate interest in biology and has been so considered for many years." However, for medical research in general, funds are scarce, causing one person to

state that if funding were "more easily available it would be a major contribution."

For the most part, it was felt that articles on women were perfectly acceptable to scientific journals. "Scientific work that is well performed is as acceptable when it treats this subject (women) as any other." A few people thought that these articles were even more readily acceptable because of the "relative shortage of such works." One person who had published several articles on the subject described the response as being very good. There is also a new professional journal, The Woman Physician.

In general, biological studies of women were said to be very rudimentary, although a start has been made in almost every area.

Future Needs

Several areas needing research and/or critical evaluation were brought up repeatedly by people in the natural science disciplines. A study of how personal biases affect results in purportedly objective research needs to be done in all areas. Likewise there needs to be a critical re-evaluation of the practice of generalizing from research findings on mammals to humans regarding sex differences and socialization factors. In several disciplines, the questionnaires revealed a need for a reinterpretation of already existing data (i.e., on biological differences and similarities between women and men). By respondents both in the medical field and in the other areas of the natural sciences, the field of medicine was cited as having the most obvious gaps in knowledge about women. Areas needing further development fell into three categories: (1) political and social reforms including combating discrimination, (2) general health, gynecological, and obstetrical research, and (3) psychological and psychiatric studies.

Research on more effective contraceptives for men and women is needed, as is the development of safer techniques of abortion. One respondent felt very strongly that the "take-over of the specialties of obstetrics and gynecology by women is essential." One gynecologist presented the case against men teaching men about women: "The outcome is often bizarre." They have, she continued, "very little real interest in what women have to say."

An examination of the "politics of professionalism" with an analysis of careers traditionally restricted to women is needed. Discrimination against women medical students wanting to specialize and having no residencies open to them must

be eliminated. A sympathetic feminist history of nursing and of other medical professions in which women are traditionally found would serve to increase rather than reduce the prestige, responsibility and initiative of these professionals.

Psychiatrists suggested investigation of three topics: (1) attitudes towards women physicians, (2) the value structure inherent in psychotherapeutic techniques, and (3) the interactions of patients with male and female gynecologists.

In biology research is needed to answer the following questions: (1) To what degree are the differences between women and men biologically determined? (2) How do different physical environments affect the social forms arising from sex differences? (3) Are the disabilities which are attributed to women's reproductive system strictly biological? For example, how does menstruation correlate with women's attitudes, motivational states, and activities? (Unfortunately, none of the respondents mentioned studies on the disabilities of women during pregnancy.)

In endocrinology, research into the contribution of genetic factors to the behavioral differences between women and men is yet to be done. Respondents cited particular problems in this area: (1) understanding the mechanisms underlying mood swings associated with women's menstrual cycle, with the ultimate goal of reducing the amplitude of these mood swings without harmful physiological effects; (2) understanding the mechanisms involved in sex drive and sex satisfaction in both women and men; and (3) exploring the need for effects of pharmacological therapy on sex drive, satisfaction, and mood elevation in menopausal women.

Respondents in biochemistry indicated an open field for research. Some research topics suggested were: (1) the biochemical energetics of the muscle of the uterus as related to menstrual cramps; (2) "Hormonal Theories of Female Behavior at all levels -- chemical to sociological"; (3) the hormonal problems of oral contraceptives in order to develop safe contraceptives for men and women; and (4) the effects of pheromones in mammals on sex behavior, mating patterns, and synchrony of menstruation. (At present pheromone research is being done on cats, monkeys, and humans with the possible outcome of showing who attracts whom and what happens next in some sexual circumstances.)

Respondents in other natural science fields (i.e., physics, astronomy, microbiology) could see nothing which needed to be done in their specific disciplines regarding women. However, they cited the need for more women to be encouraged

to enter these fields and saw a women's studies curriculum as beneficial in accomplishing this goal. Two of these people strongly felt that women's studies should be integrated into each department, and one person feared that a women's studies program would encourage too many women to major in women's studies, thus preventing their specializing in more traditional fields.

Most respondents felt that, by portraying women as active in scientific fields, a positive socialization could begin in primary and secondary schools. This was deemed essential to encourage women to seek careers in these disciplines. One respondent felt that women were discouraged from entering scientific fields due to the commonly held opinions that "It is unwomanly to be scientific" and that "Science is too difficult a field for women."

It is interesting to note that the neglected research areas cited by these questionnaires include topics not exclusively related to women. In summary, failure to develop methods of investigation and a general lack of knowledge in certain fields have created a situation in which the theoretical and methodological groundwork for the study of women does not now exist. The recommended research does not represent the total picture, but in most cases reflects specific interests of the responding scholars. In general most questionnaires in the natural science were favorable to the aims of a women's studies program, seeing it as a way both to close the enormous gaps of knowledge about women in their fields and to attract women to these fields.

THE HUMANITIES

ENGLISH

Information concerning the field of English and its relationship to women's studies was received from twenty-seven (27) correspondents -- twenty-five women and two men. Fifteen of our respondents are located in the northeastern United States; seven are from the Midwest (primarily Wisconsin, Ohio, Indiana, and Illinois); and the remaining seven are from the West Coast (California and Oregon). Twenty-four have conducted women's studies courses, fourteen of them have done research in the field. Five do not teach, but four of these individuals have done research in the field of women's studies.

Present Status

In general, the response to the questionnaire was highly favorable and characterized by a sincere desire to communicate all of the options afforded by women's studies, including those with unfavorable outcomes (i.e., 'jumping on the bandwagon,' and low-caliber programs). As indicators of growth of interest, we were advised to consult the Modern Language Association (MLA) newsletter, Concerns, and Female Studies, Vols. I through V, as well as A New Guide to Female Studies, and Women's Caucus for the Modern Languages' "Research in Progress." (Two of the respondents are currently editing journals or anthologies: Women's Studies: An Interdisciplinary Journal and Images of Women in Fiction: Feminist Perspective.)

All of the respondents stressed the phenomenal quantitative growth of women's studies courses in the field of English. Conservative estimates put the number of such courses already in existence at eight-hundred, an increase from approximately sixty such courses three years ago. One respondent estimated that 25% of all existing women's studies courses concern themselves with women in literature. Currently, literature courses concentrate essentially on the images of women in fiction and the treatment of women writers. Ideally, both types of courses are taught from a feminist perspective and attempt to evolve a viable feminist criticism. Creative writing seminars are also being conducted from this perspective, and the resultant products of feminist consciousness are critically and supportively examined.

Conferences listed include both those which have occurred and those yet to happen. MLA was repeatedly cited for its definitive conferences past and present and for its consequent published reports. Conferences at Alverno College (Fall, 1971), the University of Pittsburgh (Fall, 1971), and Radcliffe (April, 1972), were cited as particularly successful. The upcoming Midwest Modern Language Association Conference in St. Louis in October, 1972, will be devoted to women, with each field organized around this topic. The MLA Conference in December of this year also promises to be beneficial, thanks to the efforts of their Women's Caucus, now in its third year of existence. A typical remark concerning conferences went like this: "I am a little tired of them because there are so many. However, PENN'S Conference (Women in the Academic Community -- 1971) was the most memorable. It was my Woodstock."

Consensus on journals -- acceptability and publishing -- was rather mixed. Most respondents agreed that it was indeed now easier to publish articles on women (either as fictional characters or as writers) than ever before. As one re-

spondent said, "Journals are always happy to publish articles on women. . . . But from a feminist perspective is another story." Or, consider the following opinion: "Since academic journals lag behind economic realities [i.e., foundation funding] by 4-8 years, women's stuff is hot copy everywhere. To get on the bandwagon, one need only find an 1870's little old lady who wrote lurid love poetry and lived in an exciting ménage à trois in Chester, Pa."

Another respondent reported "no basis for judgment. . . . You can't get reasons for rejection from editors." A well-known professional writer and academician believes that established journals have specifically stiffer standards for feminist articles, and that such journals prefer these articles to deal with methodology and to be as unpolitical as possible. She adds, "Most of the good stuff has come from semi-popular places such as Art News and College English."

Conventional journals seem to take articles if an establishment figure writes them, another respondent reported. One of our male respondents reported "no problem" in getting his women's studies articles published while the other male respondent reported: "I've had a little trouble with a monograph I wrote ten years ago -- a study of the Dark Lady archtype in Anthony Trollope -- it was rejected not because it was badly written (though I suspect it was) but because Trollope scholars refuse to accept the notion that Trollope was a sexist."

Some respondents, however, reported the following journals were somewhat receptive to feminist-oriented articles: Yale Review, Hudson Review, Novel, Massachusetts Review, College English, Centennial Review, and American Quarterly. Aphra, the feminist literary magazine, is of course receptive. Most respondents agreed on the urgent necessity for the publication of a women's studies journal of high academic caliber and strong feminist perspective.

The prospects for funding of women's studies programs was not terribly promising. According to a respondent: ". . . [Funding is] drying up fast. Women's studies are passe on the economic marketplace [because] money is too tight in general and academic monies go to 'In' areas. Six years ago it was Black Studies, two years ago it was Women's Studies, at present, the 'talking money' is in three year B.A.'s." Another respondent reports that the Guggenheim Foundation awards only 5% of its grants to women and there is "no evidence that this is changing."

Possible sources of funding suggested by our respondents

included the AAUW and the Council of Learned Societies, as well as the National Endowment for the Humanities, to which both the MLA Commission and the University of Massachusetts (Boston) have already applied. It was also suggested that we contact the Alverno College Women Studies Research Center for information on such funding, as well as individual women who have received grants for advanced study of women writers.

An excellent overview of the state of women in literature was provided by one respondent who can be paraphrased as follows: The state of the field of women in literature is very poor. The study of women characters has hardly begun -- one of my students wrote in a paper that she automatically assumed that the women characters in the book were less important than the men. The study of women characters has four facets to it: (1) the actual focusing on the women in the books from a technical point of view: how they are developed, how treated, what part they play in the novel, etc.; (2) consideration of the myths, stereotypes, or general attitudes toward women implicit in the treatment; (3) consideration of how the treatment of women fits into the overall world view of the author; and (4) consideration of how the treatment of women fits into or reflects the historical realities of woman's stituation. Of these four facets, none has received full treatment; scholarship in (2) has been ill-informed, in (3) largely biased by the leanings of male-oriented critics, and in (4) just about non-existent.

A second important field, which is even less developed, is the treatment of women writers. Important women writers have been ignored; those who are treated are dealt with in confused and confusing ways. Nobody understands what the relationship is between an author's being a woman and the kinds of things she writes; nobody understands how or in what ways there is a "female experience" and what the undergoing of this experience does to the author -- it's all horribly crude. Mostly, new research concentrates on a few outstanding (in the sense of prominent, rather than valuable) figures -- Sylvia Plath, for example, or Doris Lessing. Dozens of authors await treatment, and a decent set of critical tools has yet to be developed.

Future Needs

There was some overlap, understandably, in the research that is currently being conducted and in that which remains to be done. Currently, a re-discovery of historically obscure and not-so-obscure women writers as revealed in diaries, letters, and journals of anonymous female authors is being conducted along with a revival of such artists as Katherine Phil-

lips, Mary Sidney, the Countess of Pembroke, Aphra Behn, Maria Edgeworth, George Sand, and Gertrude Stein. Prominent authors are being examined from a feminist perspective.

A re-evaluation of women writers such as George Eliot, Jane Austen, the Brontes, Willa Cather, and Edith Wharton, etc., as well as a re-evaluation of male writers such as Ernest Hemingway, William Faulkner, John Steinbeck, J. D. Salinger, and Norman Mailer is needed. More work needs to be done with bibliographies and with an integration of women writers into standard curricula. Comparative studies of non-fictional genre in which women have frequently written -- autobiographies, letters, diaries must be conducted. Fiction by male and female authors must be studied comparatively. More should also be done in early literature to show the origin and development of present notions about sex roles. Too many courses start with late nineteenth century attitudes. A history of criticism of literature by women writers is needed.

Research was also proposed on the reading habits of women from childhood on especially those of late childhood and early adolescence: how do these habits affect career choice, later intellectual development, subsequent reading habits, and preferences for fiction or non-fiction?

An integrated approach to life and literature was stressed. For example, one respondent suggested that a discussion of Tennyson's "Princess Ida" ought to be accompanied by a discussion of what the corset did to the female frame; endocrinological research should be included in a study of The Nineteenth Century's song symposium on women's rights. Everything has to be brought together -- clinical studies, literary analysis, art, economics, and so on. The same respondent refers to the "blatant sexism of older critical analyses of Milton's Comus and Paradise Lost, whereupon the most outrageous stereotypes are accepted as perfect truth by Milton scholars." In challenging assumptions, the distinction between propaganda and literature must be made -- that is, ". . . If the simp and the bitch and the earth mother have been called literature when Hemingway wrote about them, and we feminists are saying that is propaganda, then what shall we now call art and by what criteria shall we judge it?"

Feminist analyses of literature promise rich results. In the view of one respondent, "It changes the relationship of literature to life, especially for women readers, but not entirely. Literature is seen to be concerned with real basics of human existence. Literature helps illuminate and clarify attitudes and views otherwise unarticulated and mostly below the surface of human interaction, and thus, the women's studies

program or course can actually restore literature to its primary function as an aid to living."

RELIGION

Three (3) questionnaires were returned by individuals in the field of religion. Two of the three respondents are women. One of these women, although she holds a doctorate in religious studies and has done extensive college teaching, is presently unemployed. The other respondents are now engaged in teaching in colleges in the East. The women have taught or are currently teaching courses and have done research in the area of women's studies.

Present Status

One respondent noted the growth of interest, "slow until recently, now booming," in women and religion, as indicated by conferences and articles in professional journals.

She mentioned conferences, both local and national, sponsored by church groups (such as the Church Women United Conference this year in Loveland, Ohio), by professional groups (such as the American Academy of Religion's Women's Caucus, which met in Atlanta, Georgia, in 1971), and by groups of seminary women (such as the conference on Women and Religion, held in Boston in the fall of 1971, which was convened by the Women's Institute, a coalition of seminary women from the Boston area).

A number of professional journals, including The Chicago Theological Seminary Register (March 1970) and the Andover-Newton Quarterly (March 1972), have published issues on women.

Courses on women are emerging in seminaries and universities on the East Coast. One such course, "Women's Liberation and Theological Developments," was taught for the first time by Dr. Mary Daly of Boston College last year (1971-1972).

Funding for religious studies is negligible, and seminaries and universities are reluctant to encourage the development of courses and research in the area of women's studies. Seminary faculties, administrative and student bodies are overwhelmingly male, but as the composition of these groups changes (as indeed it is changing), the demands of women are increasingly being heard. Union Theological Seminary in New York recently established a quota system for minority groups

and women which, if successful, will result in proper representation of women in seminary and will hopefully lead to further research into the area of women and religion.

The questionnaires returned suggest that some research into religious thought and theology has been done. A number of books (e.g., The Church and the Second Sex, by Mary Daly) represent the beginnings of an examination of theology and the ways by which Western institutional religion has excluded women, both within its conceptual framework and in its institutional hierarchy. One respondent expressed the belief that "feminist theologians are on the verge of a total breakthrough in theology" and that "the demasculinization of theology will be its ultimate demythologinization."

Future Needs

All of the respondents indicated the need for research (related to women) in religion and theology, fields which have been traditionally male-dominated. Asked about what research ought to be done, one respondent suggested a number of areas: (1) The "effect of myth and theology, from which concepts of sin and guilt developed in some Western thought, on subconscious and conscious attitudes to 'woman' (e.g., Eve caused Adam's downfall)," and (2) The "effect of the philosophical use of the 'female' principle in ancient and medieval worlds as a model for explaining certain aspects of life (e.g., sense-perception of female, as over against intellectual comprehension)."

In conclusion it should be noted that the questionnaires revealed the fact that most, if not all, research done has been limited to Western theology. The respondents did not indicate that any significant academic study has focused on Eastern religious thought as it relates to women.

PHILOSOPHY

There was one (1) questionnaire returned in this discipline. The respondent, a women, teaches social and political philosophy at a university in California and is doing research in women's studies. She plans to teach a course this fall on "Feminine Thought" with a focus on "liberal, psychological (cultural), radical, and Marxist feminism." She was a member of a faculty-student committee which conceived and structured a program for a women's studies interdisciplinary minor.

Present Status

The respondent expressed the belief that "there has

been no serious work on feminist philosophy, either in the obvious sense of feminist social philosophy (as would be found in the writings of women active in the nineteenth century movement), or in the far more threatening sense of a feminine way of perceiving reality which would go counter to the fundamental trends in western philosophy."

She noted that the only collective of women in philosophy is the Women's Caucus of the American Philosophica Association, which had its first meeting this past year (1971-72). According to this one respondent, neither funding nor articles are forthcoming in the field of philosophy.

Future Needs

Her suggestions for research included a study of witches, "how they thought, why they were a threat to the existing order," and of astrology, "with an eye to developing a feminist cosmology..."

GENERAL LITERATURE

Four (4) questionnaires were returned by women in the field of French literature. Three are from the east coast and one from the west coast. All have taught courses and apparently have done research in women's studies. Publications by the Women's Caucus of the Modern Languages Association are in the forefront of women's studies development (i.e., Female Studies I-V). One notes that women in French literature and society (i.e., salons) have always been an area of active research interest. However, another points out that it is only recently that there has been analysis from a feminist perspective. "Simone de Beauvoir is clearly the major figure in the field," and although French writers have been emerging during the past twenty years, they have not been the subject of scholarly investigation. There is a strong call for reevaluation of literature from a feminist viewpoint: "Take for example, love-literature: what are the expectations of authors (mostly men) with regard to love and women? For example, how does Des Brieux see Manon Lescaut in the novel of the same name? Why? What are Jean-Jacques Rousseau's expectations of women? Why? What is the role of the model of the patriarchal family in shaping the political thought of the Philosophes?" There is also a call for "more reading, more interpretation, more study in light of historical and social events . . . linking literature and psychoanalytical insights."

One (1) respondent's field is Japanese literature. Although she has not taught a course nor is she doing research in the field of women and Japanese literature, she suggests three areas yet to be examined and vital to the field: (a)

Japan's earliest rulers were Empresses not Emperors. (b) Japan's greatest pre-modern (10th century on) novelists and many of her poets were women. Fundamental traditions in these arts were determined by women. (c) Radical sociological and political shifts took place during the middle ages."

Two (2) respondents, both women, are in the field of Russian literature. Both have taught a women's studies course. One listed relevant women's studies publications, but did not answer the research question. The other respondent speaks to the issues of the profession and not to research. She says, "my discipline is largely populated by women in grad-school and is only beginning to have women hired on a regular full-time, tenure-ladder contract. Women are basically ignored by the 'old-guard' male conservatives who direct the discipline, thus little emphasis is placed on research on women's issues. However, some progress is seen in conference topics.

THE PROFESSIONS

LAW

Information concerning the legal profession is drawn from nine (9) questionnaires. There are six women and three men -- seven from the northeastern United States, one from the South and one from California. Seven have appointments in universities, one is in a law office, and one is a high federal official. Six have taught courses on "women and the law," and five of these indicated that they are doing research in the area. Of the three who have not taught a course, two indicated that they are doing research in the area.

Present Status

Enthusiasm for development of women's issues in the legal profession has emerged quite recently. Conferences, journal articles, and courses have suddenly become, as one respondent noted, a "hot topic." Three years ago the first course on women and the law appeared, and now at least two dozen law schools offer a regular course. One respondent reported that an outgrowth of these courses is manifested by the plans for an American Association of Law Schools Conference (October 20-21, 1972) which recommend that teachers guide the inclusion of sex discrimination material into all aspects of law (i.e., interdisciplinary correction). "The aim of the conference is to introduce the law population to the role of law on the sex role debate. Specialized courses on women and the law are elec-

tives taken by a relatively small proportion of the student body. The materials produced for the conference are designed for the basic courses that all or almost all law students take."

One respondent said that articles on women were "always acceptable, but only recently written." However, there is at present much encouragement by the profession to expand the existing knowledge. Some funding is available for research on women's issues. There are two ways to disseminate knowledge quickly -- special conferences and special issues of major professional journals. The Valparaiso Law Review (Vol. 5, No. 2, 1971) and The Hastings Law Journal (November, 1971) have symposium issues on women and law journals are reported to be soliciting articles on women. One respondent is at present writing an article for a special symposium issue on women for the Connecticut Law Review.

Respondents noted that aside from the extensive materials on employment discrimination, most of the literature in the field is either too general or too narrow. However, remedies are in process. Two respondents are working on a casebook of laws in need of revision due to the pending passage of the Equal Rights Amendment. In addition, the American Civil Liberties Union is sponsoring a women's rights "litigation project." Only one respondent mentioned Leo Kanowitz's book, Women and the Law; respondents seemed more enthusiastic about the special symposium issues on women.

Respondents indicate that the number of women lawyers is increasing. One attributed this to the feminist movement. A National Conference of Law Women has organized to push for nationwide development of courses on women and the law. Interest in law has grown among lay people; this seems especially true as lawyers align themselves closer to "movement" organizations. Sex discrimination cases, both individual and class action, abound in the courts.

Future Needs

Passage of the Equal Rights Amendment will necessitate an investigation into possible consequences of the new law and into legislation necessary for implementation. Areas concerning job discrimination and welfare lend themselves to immediate research. One male respondent felt that women in the profession ought to be studied. Another area of inquiry is the experience of women in the legal process. Research is already in progress regarding criminal law (rape, abortion, and prostitution). However, there is a need to study a more subtle form of sex differentiation and its effect on the carriage of

justice -- e.g., the "attitudes and behavior of judges, juries and lawyers toward women as witnesses, jurors or parties." There is also a need to study sex differentiation in "litigiousness" (i.e., sex differences in the behavior of lawyers in court dispute).

One respondent reported that "Most of the law work being done is on discrimination . . . there is a need for work on devices that promote options." Another reported that "Because so much of the change in the legal status of women reflects major sociological (and to some extent psychological) changes, it is almost impossible to separate legal research about women's rights from the other disciplines."

Freeman, in the lead article of the Valparaiso University Law Review (special symposium issue on women), explains the role of women and the law: "a great deal of ingenuity and sensitivity is needed to tease out of our biased conceptual framework the threads which tie the system together and to plan programs which will weave them into a new pattern of greater benefit to all." (p. 235)

ADMINISTRATION

Information is being drawn from five (5) questionnaires. Three are from the east coast and two from the west coast. All responses were returned by women in some administrative position at colleges and universities which appears to take precedence over their higher education; however, none have received any specialized higher education in administration. One is Dean of Students, one Director of a Continuing Education program, one Director of Vocational Planning, and two are "Special Assistants" to their university president concerned with women's education. Four of the respondents have taught a women's studies course and two of these indicated research in the area of women's studies.

Present Status

Respondents barely recognized past and present research. There was one comment as to extensive work in the area of career development. Perhaps this lack of commentary indicates the uselessness of present administrative guidelines for women.

Future Needs

Research concerning the individual woman and women in society are indicated. There is a need to understand the "female experience." What factors (positive/negative) influence

the development of women's aspirations and self-esteem?

Research on women in society was given more emphasis. One respondent said, "although more is known and disseminated . . . sub-surface resistence has stiffened and the threat implied has produced much destructive reaction in actual practice." However, there is indicated a need for "longitudinal studies" into the future (cross-cultural, too) on patterns for combining domestic and employment life for women, and on the effect of the women's movement. One respondent indicated a need to look at the "role of the serious, 'professional' volunteer /who/ is being downgraded and/or overlooked . . ." Another asks, "What, if any, services do women need in addition to or different from men?" Although our sample is small, it indicates a clear need for research emphasis on the individual and societal roles to better prepare administrators.

EDUCATION

Information on women in the field of education is drawn from five (5) questionnaires. All are women, all are from the east coast, and all are members of a university faculty. Three have taught a women's studies course, and one listed related research.

Present Status

Negative statements concerning the profession and research in education were emphasized: (1) There are some conferences, but they are not stimulating. (2) There is discouragement and sometimes hostility toward thesis work in the area. (3) Women probably use first initials to get published. (4) The profession is criticized for being "overfeminized."

The basic criticism on research done is that it is mostly on males or with subjects not differentiated. A need is indicated for research on sex differences using available data, and studies of "boys and men need to be balanced by studies of girls and women." Some work is being done on textbook images of sex differences.

One respondent describes teacher training thus: "Teachers are almost completely ignorant of any differences between boys and girls; most texts in child psychology also ignore any differences or consider them non-relevant. This of course is not the way teachers act, so that there is a continuation of the sex-role stereotyping that has limited both boys and girls in our culture."

Future Needs

One respondent indicated that "material exists, but it lacks synthesis and that little effort has been made to show implications for teachers, group workers, parents, etc." One called for female/male research teams to expose sex biases on sex difference studies. Another suggested studies on career choice for counselors.

Most respondents called for exposure of sexism within the hierarchy of the profession itself. One respondent suggested a study in which images of men and women projected in schools, from elementary education through college, should be examined. Others asked why women become teachers, and why they choose elementary education. One also pointed to distortion in history of education texts where only a few of the influential women are cited. It seems evident from the negative attitudes reflected in the questionnaires that education will be a difficult field in which to incorporate women's issues. At the same time, the socialization process on children by women makes it an imperative challenge.

SOCIAL WORK

In the field of social work, there are three (3) respondents -- two women and one man. One is a counselor at a Canadian college, and the other two are affiliated with university schools of social work in Pennsylvania and in North Carolina. None had ever been involved with women's studies in any capacity.

Present Status

As reflected by the responses, the growth of interest in studying women and social work is minimal. The male respondent remembered one article in a professional journal on the re-employment of trained women social workers who had left the field to raise children. He also mentioned the existence of brief biographical sketches of women leaders in social work published in the Encyclopedia of Social Work, which is issued periodically. One woman, the counselor, stated that, since her involvement with the women's movement, she has had no formal involvement with the profession, and that she "would question the degree of acceptability afforded by the women's studies movement at this time by this profession in particular."

Future Needs

The irony of this lack of interest was expressed by the male respondent in these terms: "Practically nothing has

been done in this area although women have been more influential in social welfare than any other area of American life." He suggested the need for "historical as well as sociological research on the roles played by women in social work-social welfare." The other two responded by expressing their personal interests -- one being the study of the "relevance and value of women's studies (and in particular the women's movement) to an effective counseling program in a community college environment," and the other was considering offering a course on women and social work and requested that Penn Women's Studies Planners put her in touch with persons with the same interest.

COMMUNICATIONS

We received four (4) questionnaires from persons in this profession -- three women and one man. Two have faculty appointments (one a Dean of a School of Communications), one is employed by a publishing concern, and one is Director of a major communications library. All are from the northeastern United States. None had offered a women's studies course; however, the library director had conducted a comprehensive women's film festival and has done research in the field. Three attempted to answer the research questions, but their answers were insufficient to allow productive analysis. The basic comments concerned current research being done on images of women portrayed by the media, but there is need for historical and comparative research.

MISCELLANEOUS

One lawyer (reported above) is in a City Planning Department and notes that there exists "little or no concern with differential treatment of women by planners . . ." However, he did ascertain strong interest among students.

One questionnaire is from a woman in the field of landscape architecture (no course or research on women's studies). Her basic comments concern women as members of the profession. "There are more women landscape architects . . . than in any other profession. The American Society of Landscape Architects reports that 20% of its members are women, a percentage significantly higher than in any other profession."

SUMMARY TO QUESTIONS 6, 7, 8

All four categories of this section -- social sciences, natural sciences, humanities, professions -- agreed that there is increased interest in the study of women. Recent expansion

of interest is indicated by the fact that of the 182 respondents 122 have been involved in research on women and/or published. The ratio of those doing research to the total number of respondents per category is as follows: social sciences 77:94, natural sciences 6:23, humanities 27:38, and professions 12:27. Sociology, history, psychology and English literature appear to have been the most active disciplines in the development of research on issues concerning. In addition, most of the respondents doing research have also taught courses and most are women. It appears that those areas presenting the greatest amount of research (social sciences and humanities) have also developed the widest diversity and the greatest number of courses in women's studies. Many indicated that conferences focusing on women have served as an excellent opportunity for immediate information exchange -- some even felt there have been too many. Funding for most areas is seen as difficult to obtain except in the areas of sex role research in sociology, child development and continuing education in psychology, and psychoendocrinology and biology of women. Traditional academic journals are generally still not responsive to women's studies articles. However, special symposium issues and some new women's studies journals appear to be a popular way to publish.

The most interesting statements regarding research which has already been done in the area of women's studies describe: (1) the intense proliferation of descriptive materials (i.e., the social history of women) in all disciplines which heretofore had been considered irrelevant, and (2) some analytical statements exposing bias, contradictions and shoddy workmanship in the development of the theoretical foundations of basic areas of scholarship. With this in mind the hostility and anxiety of establishment academicians toward the development of women's studies is better understood.

Future directions for research in the area of women's studies was offered enthusiastically by all. In general, the following research was suggested: (1) awareness of alternative roles for women in our changing society, (2) the exposure of stereotypical roles for women to aid increased individuality and creativity for women, and (3) increased development of descriptive materials. However, the most frequent concern was that of integrating the research in women's studies within and across the traditional disciplines.

PENN WOMEN'S STUDIES PLANNERS

The Christian Association
3601 Locust Walk
Philadelphia, Pa. 19104
June 1, 1972

Professor Martin Meyerson
President, University of Pennsylvania
101 College Hall

Dear President Meyerson,

This is a report on our activities since our meeting with you on Saturday, May 13, 1972. We first addressed ourselves to your suggestion of searching for a qualified faculty member and students to develop a detailed comprehensive document examining current research in women's studies, areas in which new research is needed, and the role of women's studies within the University. We have discussed this position with a number of qualified faculty members and have been able to find Dr. Ann Beuf for one summer month and Ms. Juliet Mitchell for one summer month. Three student assistants should be made available for the three summer months to maintain maximum continuity throughout the project. These students shall be interviewed and selected by Dr. Beuf.

In consultation with Dr. Beuf and in considering the breadth of perspective and scope required by the proposal as you outlined it, we thought it to be absolutely indispensable that Dr. Beuf have the means available to consult with a number of the country's leading scholars in the field of women's studies. We cannot expect that one University scholar and a non-University scholar recruited so late for the project would be able to bring to this proposal the expertise in such varied fields as psychiatry, psychology, sociology, literature, biology, endrocrinology, law and history that the project requires. If funds were available to permit consultation with scholars in these fields, the proposal would gain in depth, perspective and prestige. We have, therefore, included in our proposed budget funds for consultation fees at the rate of $100/day (these fees would be individually negotiated) and travel expenses. We enclose a list of potential consultants which includes memorandums from Ms. Caroline Bird and Dr. Jessie Bernard in which they suggest this technique and further suggestions for structuring such consultations. In addition to paid consultations, Dr. Beuf plans to contact many other scholars requesting an outline of the extent of the development of women's studies in their respective disciplines.

We hope that this proposal and budget meet with your approval. It is most important, as I am sure you realize, that the project begin immediately. We have spoken with Mrs. Hardy and expect to meet with you this week.

Sincerely,

Barbara J. Granger
Coordinator

Appendix B: The Questionnaire

The University of Pennsylvania Women's Studies Planners is spending this summer investigating the extent of the development of women's studies in the American academic community. Your cooperation in responding to the questionnaire can help us attain our ultimate goal which is the development of a strong women's studies curriculum at Penn. As our research demands that all data be in hand by mid-July, we would appreciate it if you would return the completed form to us by that time in the attached self-addressed envelope.

NAME _____ ADDRESS _____

PHONE _____ _____

(area code) (zip)

HIGHER EDUCATION DATA

Degree/date	Institution	Field

Present position and title _____

Current Research _____

_____

If you teach, what are your course specialties _____

_____

*** *** *** *** *** *** *** *** ***

1. What do you think are the major arguments for or against programs focusing on the study of women?

2. Have you ever organized, taught or in any other way participated in a women's studies program? yes_____ , no_____ .

   If yes, in what capacity?

3. What did you feel were the major strengths and weaknesses of that program?

(over)

4. In what ways has your commitment to women's studies changed your professional or personal life style?

5. Designers of women's studies programs are faced with two basic alternative structures: (1) a curriculum is developed by an interdepartmental program which draws on existing talents and resources in the institution, or (2) an independent curriculum is developed by a new department of women's studies. In considering the relative merits of these alternatives, what seemed to you to be the primary advantages and disadvantages of these alternatives?

(over)

6. Can you give us a brief summary of the state of knowledge in the sub-specialty on women in your discipline (e.g., sociology of women, history of women, women in literature, women in medicine, etc.). Please consider the following issues: (1) the growth in interest in this area; (2) conferences which have focused on women; (3) development of courses on women; (4) funding available for study of women; (5) acceptability by academic journals of articles on women; etc.

(over)

7. What research is being done -- and in your opinion ought to be done -- in your discipline which would expand our knowledge of the female experience and which would develop new paradigms and insights valuable to your discipline as a whole?

8. In order that we may know more about your research, please list publications.

(over)

Appendix C: Respondent Distributions

INSTITUTIONAL DISTRIBUTION

Universities

University of Pennsylvania (24)
Harvard University, Massachusetts (6)
SUNY, Buffalo, New York (5)
University of California, Berkeley (5)
University of Pittsburgh, Pennsylvania (4)
Yale University, Connecticut (4)
Cornell University, New York (3)
University of Wisconsin (3)
Portland State University, Oregon (3)
Stanford University (3)
Carleton University, Ottawa, Canada (3)
Brandeis University, Massachusetts (3)
University of Massachusetts (2)
University of Illinois (2)
Ohio State University (2)
Clark University, Massachusetts (2)
University of Minnesota (2)
University of Michigan (2)
California State University, Northridge (2)
University of Delaware (2)
California State University, Fresno (2)
University of Maryland (2)
University of California, Irvins (2)
Bowling Green State University, Ohio (1)
SUNY, New Paltz, New York (1)
Case Western Reserve University, California (1)
City University of New York (1)
Indiana University, South Bend (1)
University of Oregon (1)
Boston University, Massachusetts (1)
Kansas State University (1)
Loyola University, Illinois (1)
University of Chicago, Illinois (1)
Duke University, North Carolina (1)
Carnegie-Mellon University, Pennsylvania (1)
University of North Carolina (1)
Atlantic University, Florida (1)
Columbia University, New York (1)
University of Connecticut (1)
Northeastern University of Chicago, Illinois (1)
University of Alabama (1)
York University (1)
University of Southern Florida (1)
Princeton University, New Jersey (1)

Cambridge-Goddard University, Massachusetts (1)
University of Toronto, Canada (1)
University of California, San Diego (1)
SUNY, Plattsburg, New York (1)
California State University, Fullerton (1)
University of California, Santa Cruz (1)

Colleges

Barnard College, New York (3)
Mt. Holyoke College, Massachusetts (3)
Queens College, New York (2)
Wellesley College, Massachusetts (2)
Goucher College, Maryland (2)
Radcliffe College, Massachusetts (2)
Hampshire College, Massachusetts (2)
Smith College, Massachusetts (2)
Essex Community College, New York (2)
Alverno College, Wisconsin (1)
Baruch College, New York (1)
Staten Island Community College, New York (1)
San Jose State College, California (1)
Newark State College, New Jersey (1)
Foothill College, California (1)
Diablo Valley College, California (1)
Lesley College, Massachusetts (1)
Manhattan Community College, New York (1)
Nazareth College, New York (1)
Merrill College, California (1)
San Diego State College, California (1)
Simmons College, Massachusetts (1)
Temple Buell College, Colorado (1)
Fanshawe College, Ontario, Canada (1)
Suffolk Community College, New York (1)
Claremont College, California (1)
New England College, New Hampshire (1)
Eastern Connecticut State College (1)
Humboldt State College, California (1)
Lewis and Clark College, Oregon (1)
Minnesota Metropolitan State College (1)
Douglas College, New Jersey (1)
St. Peter's College, New Jersey (1)
Mississippi State College for Women (1)
Hunter College, New York (1)
Trinity College, Connecticut (1)
Regis College, Massachusetts (1)
Bennington College, Vermont (1)

Other

Massachusetts Institute of Technology (1)

GEOGRAPHICAL DISTRIBUTION

Northeast and Mid-Atlantic (115): Massachusetts (31), Pennsylvania (31), New York (26), Connecticut (11), Maryland (8), New Jersey (4), Delaware (2), Vermont (1), New Hampshire (1).

The West (32): California (26), Oregon (5), Colorado (1).

Northcentral (22): Illinois (6), Wisconsin (4), Ohio (4), Minnesota (3), Michigan (2), Indiana (1), Kansas (1), Missouri (1).

The South (8): North Carolina (3), Florida (2), Alabama (2), Mississippi (1).

Canada (5).

STUDY AREA DISTRIBUTION

Social Sciences (94)

Sociology (27)
History (24)
Psychology (18)
Economics (7)
Anthropology (6)
American Studies (5)
Political Science (5)
Linguistics (2)

Natural Sciences (23)

Biology (7)
Biochemistry (7)
Medicine (3)
Physics (3)
Chemistry (1)
Microbiology (1)
Astronomy (1)

Humanities (38)

English Literature (27)
French Literature (4)
Religion (3)
Russian Literature (2)
Japanese Literature (1)
Philosophy (1)

Professions (27)

Law (9)
Administration (5)
Education (5)
Communications (4)
Social Work (3)
Landscape Architecture (1)

PROFESSIONAL DISTRIBUTION

Degrees Attained

Ph.D.	123	M.D.	3
M. A. or M.S.	22	J.D.	5
Ph.D. candidates	13	Assorted Master's	8
B.A. or A.B.	4	Unspecified	4

Job Titles

Assistant Professor	46
Associate Professor	38
Professor	31
Instructor	13
Administration	8
Lecturer	7
Research Associate	6
President	1
Dean	1
Research Professor	1
Manager of Labs	1
Teaching Fellow	1
Unspecified/Non-academic	28

Appendix D: Selected Bibliographies

SOCIAL SCIENCE

History

Banner, Lois W. "On Writing Women's History", Journal of Interdisciplinary History. Fall 1971.

Cott, Nancy. Root of Bitterness: Documents in the Social History of American Women. E.P. Dutton, 1972.

Degler, Carl. "Revolution Without Ideology: The Changing Place of Women in America", Daedalus, 1964.

Flexner, Eleanor. Century of Struggle: The Women's Rights Movement in the United States. New York: Atheneum, 1958, 1972.

Gordon, Linda. "Toward a Feminist History", in Female Studies, V, ed. Rae Siporin. Pittsburgh, KNOW, Inc., 1972.

Lerner, Gerda. "New Approaches to Study of Women in American History", Journal of Social History, v. 3, no. 1, Fall 1969.

_____. The Woman in American History. Addison Wesley.

Economics

Boserup, Ester. Woman's Role in Economic Development. New York: St. Martin's Press, 1970.

Bowen, W.G. and Finegan, Aldrich. The Economics of Labor Force Participation. Princeton: Princeton University Press, 1969.

Cain, Glen. Married Women in the Labor Force. Chicago: University of Chicago Press, 1966.

Kreps, Juanita. Sex in the Marketplace: American Women at Work. Baltimore: Johns Hopkins Press, 1971.

Mincer, Jacob. "Labor Force Participation of Married Women" in National Bureau of Economic Research, Aspects of Labor Economics. Princeton: Princeton University Press, 1962.

Oppenheimer, Valerie Kincaide. The Female Labor Force in the United States. Berkeley Population Monograph Series, no. 5. University of California, 1970.

Phelps, Charlotte D. "Is the Household Obsolete?", American Economic Review, Papers and Proceedings. May 1971, pp. 167-174.

Smuts, Robert. "The Female Labor Force: A Case Study in the Interpretation of Historical Statistics", Journal of the American Statistical Association, March 1960.

_____. Women and Work in America. New York: Columbia University Press, 1959.

United States Commission on the Status of Women. Participation of Women in the Economic and Social Development of their Countries. New York: United Nations Publications, 1970.

U.S. Department of Labor. Sex Discrimination in Employment Practices, Report of a Conference held at U.C.L.A. Washington: U.S. Department of Labor, 1970.

U.S. Department of Labor, Women's Bureau. Handbook on Women Workers, Bulletin 294. Washington, 1969.

Weisskoff, Francine Blau. "Woman's Place in the Labor Market", American Economic Review, Papers and Proceedings, May 1971, pp. 161-166.

Anthropology

Brown, J.K. "A Note on the Division of Labour by Sex", American Anthropologist, 72, 1970.

Engels, Frederick. The Origin of the Family, Private Property, and the State. New York: International Publishers, 1942.

Golde, Peggy. Women in the Field: Anthropological Experiences. New York: Aldine Atherton, 1970.

Lamphere, Louise and Rosaldo, Michele Z. Women in Cross Cultural Perspective. California: Stanford University Press (forthcoming).

Leavitt, Ruby R. "Women in Other Cultures", in Women in Sexist Society, eds. Vivian Gornick and Barbara K. Moran. New York: Basic Books, 1971.

Mead, Margaret. Male and Female. New York: Dell Publishing Co., 1949.

_____. Sex and Temperament. New York: Wm. Morrow & Co., 1935.

Papanek, Hanna. "The Woman Field Worker in a Purdah Society", in Human Organization, v. 23, no. 2, Summer 1964.

Sociology

Aries, Phillippe. Centuries of Childhood. New York: Vintage Books of Random House, 1962.

Bart, Pauline. "Sexism and Social Science", in Journal of Marriage and the Family. November 1971.

Bernard, Jesse. Women and the Public Interest. Chicago: Aldine Atherton, 1971.

Bird, Caroline. Born Female. New York: Simon & Schuster, Inc. Pocket Book, 1969.

Cade, Tony, ed. by. The Black Woman. New York: Signet Book, New American Library, 1970.

Coser, Rose, ed. The Family: Its Structure and Function. St. Martin, 1964.

Coser, Rose and Rokoff, Gerald. "Women in the Occupational World: Social Disruption and Conflict", in Social Problems, v. 18, no. 4. Spring 1971.

deBeauvoir, Simone. The Second Sex. New York: Alfred Knopf, Inc., 1952.

Epstein, Cynthia Fuchs. Women's Place Options and Limits in Professional Careers. Berkeley: University of California Press, 1971.

Firestone, Shulamith. The Dialectic of Sex. New York: Bantam Books, 1971.

Friedan, Betty. The Feminine Mystique. New York: W. W. Norton & Co., 1963.

Goode, William J. Women in Divorce. New York: Free Press, 1956.

_____. World Revolutions and Family Patterns. New York: Free Press, 1970.

Gornick, Vivian and Moran, Barbara K. Woman in Sexist Society. New York: Basic Books, 1971.

Hacker, Helen. "Women as a Minority Group", Social Forces, v. 30, October 1951.

Janeway, Elizabeth. Man's World, Woman's Place. New York: Morrow, 1971.

Journal of Marriage and the Family. Issues of August 1971 and November 1971.

Komarovsky, Mirra. Blue-Collar Marriage. New York: Vintage Books of Random House, 1967.

_____. Women in the Modern World. Boston: Little, Brown, 1953.

Kreps, Juanita. Sex in the Marketplace. Johns Hopkins, 1971.

Lifton, Robert J., ed. The Woman in America. Boston: Beacon Press, 1967.

Mitchell, Juliet. Woman's Estate. New York: Pantheon Books, 1971.

Nye, F.L. and Hoffman, L.W. eds. The Employed Mother in America. Rand, 1963.

Rainwater, Lee. Workingman's Wife. New York: Oceana, 1959.

Reeves, Nancy. Womankind: Beyond the Stereotypes. New York: Aldine Atherton, 1971.

Roszak, Betty and Roszak, Theodore, eds. Masculine/Feminine Readings in Sexual Mythology and the Liberation of Women. New York: Harper Colophon Books, 1969.

Theodore, Athena. The Professional Woman. Cambridge, Mass.: Schenkman Publishing Co., 1971.

Psychology

Bardwick, Judith M. Psychology of Women : A Study of Bio-cultural Conflicts. New York: Harper & Row, 1971.

Bart, Pauline. "Depression in Middle-Aged Women", Woman in Sexist Society. Gornick and Moran eds. New York: Basic Books, 1971.

Broverman, et al. "Sex Role Stereotypes and Clinical Judgments of Mental Health", Journal of Consulting and Clinical Psychology, 34 (1970): 1-7.

Chesler, Phyllis. "Patient and Patriarch: Women in the Psychotherapeutic Relationship", paper presented at annual A.P.A. convention, 1970, Miami Beach, Florida.

_____. Women and Madness. New York: Doubleday, 1972.

Deutsch, Helene. The Psychology of Women. New York: Srune and Stratton, 1945.

Firestone, Shulamith. The Dialectic of Sex. New York: Bantam Books, 1970.

Freud, S. "The Psychology of Women", New Introductory Lectures on Psychoanalysis, trans. W.J. H. Sprott. New York: Norton, 1933.

Horner, Matina S. "Fail: Bright Women", Psychology Today 3(6):36, 1969.

Horney, Karen. "The Flight from Womanhood", Feminine Psychology, H. Kelman ed. New York: Norton, 1967.

Kinsey, A. C. et al. Sexual Behavior in the Human Female. Philadelphia: Saunders, 1953.

Maccoby, Eleanor. The Development of Sex Differences. Stanford, California: Stanford University Press, 1968.

Masters, K. H. and Johnson, Virgina E. Human Sexual Response. Boston: Little Brown, 1965.

Weisstein, Naomi. "Pschology Constructs the Female", Woman in Sexist Society, Gornick and Moran eds. New York: Basic Books, 1971.

NATURAL SCIENCE

Biology and Medicine

Behavior. "Male and Female: Difference Between Them", Time 99:43-8, March 20, 1972.

"Contraceptive Technology: Advances Needed in Fundamental Research", L. J. Carter, Science. 168:805-807, May 15, 1970.

"Encyclopedia of a Woman's Body", L.R. Chevalier, Ladies Home Journal. 89:86-7, May 1972.

The Development of Sex Differences, Eleanor E. Maccoby, ed. Stanford, California, Stanford University Press, 1966.

"Biological and Medical Aspects of Contraception" by B. Duffy and J. Wallace, Catholic World. 211:280, Summer 1970.

"Women: Our Selves Our Bodies", Boston Womens Health Collective. Boston, Massachusetts, April 1972.

Endocrinology

"He & She: the Sex Hormones and Behavior", M. Scarf, New York Times Magazine, pp. 30-1+, May 7, 1972.

"Monomines and Ovarian Hormones -- Linked Sexual and Emotional Changes", Archives of Sexual Behavior, 3:205-218, 1971.

Money, John and Ehrhardt, Anke A. "Fetal Hormones and the Brain: Effect of Sexual Dimorphism of Behavior -- A Review", Archives of Sexual Behavior, 3:241-62, 1971.

Psychiatry

Glass, George S. "Psychiatric Emergency Related to the Menstrual Cycle", American Journal of Psychiatry, 128:705-11, December 1971.

"Psychological Issue in Therapeutic Abortion", The Woman Physician, JAMWA, 27:k, 12-15, 1972 by Carol Nadelson.

"There are Sex Differneces in the Mind Too", T. Alexander, Fortune, 83:76-9+, February 1971.

Professions

"Bars Against Women", Time, 97:31, January 11, 1971.

Lockerly, Florence K. "Nurse's Roles Expanded", Hospitals, 45:92+, December 16, 1971.

"Medical Sexists: Study Findings of Harold I. Kaplan", Newsweek, 76:82, October 19, 1970.

"Medicine, A Career Conflict For Women", American Psychiatric Association convention, by Carol Nadelson & M. Notman. May 1972.

"Psychological & Social Barriers to Women in Science", adaption of address November 22, 1969. M.S. White, Science 170:413-16, October 27, 1970.

"Some Salaries are More Equal Than Others", J. Zimmerman, Chemistry, 44:4, February 1971.

"Women Doctors Preferred?", A. Alpert. Harvest Years, 11:36-40, August 1971.

"Women in Science", AAAS symposium, December 27, 1970. J.E. Simmons, Science, 170:201, October 9, 1970.

"Women in Surgery", Arch. Surgery, 102:234, March 1971, by Carol Nadelson & M. Notman.

THE HUMANITIES

Bibliographies on Women in Literature

Beard, Mary. Woman As Force in History, pp. 341-369, all sections well annotated.

Cisler, Lucinda. Women: A Bibliography. New York: Cisler, 1968, 1969, 1970. 102 W. 80 St., New York 10024.

Damon, Gene and Lee Stuart. The Lesbian in Literature: A Bibliography. Box 5025, Washington Station, Reno, Nevada 89503.

Daunis, Anne M. and Fries, Maureen. A Bibliography of Writings by and About Women Authors, British and American, 1957-1969. Womens Causes for the Modern Languages, December 1971.

Feminists on Children's Media. Little Miss Muffet Fights Back: Recommended Non-Sexist Books about Girls for Young Readers. New York: Feminists on Children's Media, 1971.

Foster, Jeanette H. Sex Variant Women in Literature, pp. 362-395.

Kanner, S. Barbara. "The Women of England in a Century of Social Change, 1815-1914: A Select Bibliography" in Vicinus, pp. 173-206.

Nower, Joyce. Select Bibliography of Women Writers, San Diego, Joyce Nower, 1970. Center for Women's Studies; San Diego State College, San Diego, California.

Sadler, Cynthia. "Women and Literature: A Minimal Bibliography from Femininst Perspective". 22 pages, mimeo, forthcoming. The Christian Association, Philadelphia, Fennsylvania, November 1972.

GENERAL WOMEN'S STUDIES

Female Studies: I, II, III, IV, and V. Pittsburgh: KNOW, Inc., 1969-1972.

Hottel, Althea K. How Fare American Women? Washington, D.C.: American Council on Education, 1935.

Robinson, Lora H. "The Emergence of Women's Courses in Higher Education", ERIC Higher Education Research Currents, 1972 (bibliography of 51 references).

Sexism in Education: Joint Task Force Report, Pennsylvania Department of Education, 1972.

Standards for Women in Higher Education: Affirmative policy in achieving sex equality in the academic community. American Association of University Women, Inc. (recent undated reprint of a committee report).

END